

**THE USE OF MIND MAPPING TO IMPROVE
VOCABULARY MASTERY OF THE FOURTH GRADE
STUDENTS OF SD MUHAMMADIYAH NGIJON 1 IN
THE ACADEMIC YEAR OF 2009/2010**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment
of the Sarjana Pendidikan Degree in English Language Education



By:

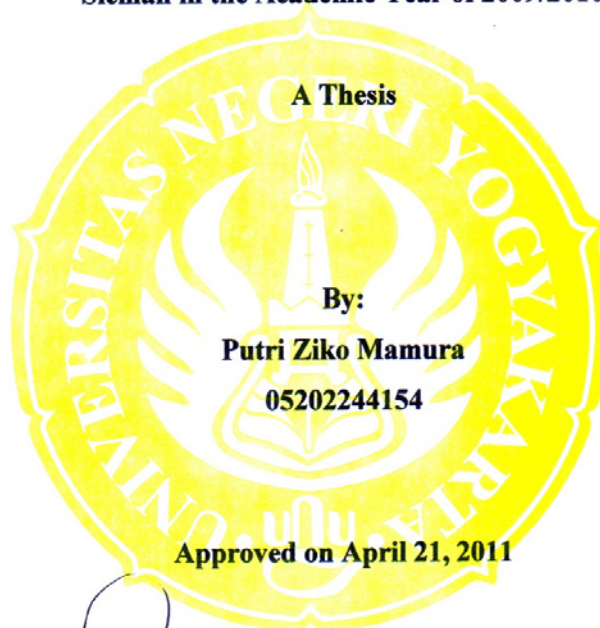
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**THE USE OF MIND MAPPING TO IMPROVE
VOCABULARY MASTERY OF THE FOURTH GRADE
STUDENTS OF SD MUHAMMADIYAH NGIJON 1 IN
THE ACADEMIC YEAR OF 2009/2010**

**An Action Research Study in SD Muhammadiyah Ngijon 1, Moyudan,
Sleman in the Academic Year of 2009/2010**



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SD MUHAMMADIYAH NGIJON 1 IN
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A Thesis

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Yogyakarta, 21 April 2011

Penulis

Putri Ziko Mamura

MOTTOS

TRULY, MY PRAYERS AND MY SACRIFICE, MY LIFE AND MY DEATH, ARE (ALL)
FOR ALLAH SWT, THE CHERISHER OF THE WORLD.

(QS. AL-AN'AM: 162)

“START WITH YOURSELF, START EARLY, START SMALL, AND START NOW”

(JOHN MAXWELL)

“CHAMPIONS ARE KNOWN FOR WHAT THEY FINISH NOT FOR WHAT THEY
START”

(DARMADI DARMAWANGSA)

DEDICATIONS

THIS THESIS IS DEDICATED TO:

My beloved mother and father

My sisters

My brother

My friends

ACKNOWLEDGMENTS

Alhamdulillahirobbil'alamin. All praise be to Allah SWT, who always gives us the peaceful life. This thesis would have never been done without the blessings of Allah SWT.

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Yogyakarta, April 21, 2011

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By

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ABSTRACT

This research study is aimed at improving the vocabulary mastery of the fourth grade students of SD Muhammadiyah Ngijon 1 through the use of mind mapping. To limit the aspects to be analysed in this study, the researcher formulates five research questions: (1) How can mind mapping be applied in vocabulary learning?, (2) How can vocabulary items be explored in the class activities (3) Is mind mapping effective to improve the students' vocabulary mastery?, (4) What is the significance of mind mapping for the English teacher in vocabulary teaching?, and (5) What is the significance of mind mapping for the students in vocabulary learning?

The study was action research in one research cycle. In the study, the researcher collaborated with the English teacher and the 4A students of SD Muhammadiyah Ngijon 1. Data of this study were qualitative in nature supported by quantitative data. Qualitative data were obtained from the results of classroom observation and collaborators' discussion. Quantitative data were obtained from pre-test and post test results. The instruments for collecting the data were observation guides, interview guides and the pre-test and post test batteries. The data were in the form of field notes, interview transcripts, and the scores of the students' pre-test and post test. A *t*-test was used for the analysis of the quantitative data.

The findings of the data analyses show that (1) Mind mapping can help the teacher to present vocabulary items; (2) Mind mapping can help the students to improve their abilities in memorizing English vocabulary items; (3) The student's improvement in memorizing English vocabulary gives a good effect to the improvement in mastering English vocabulary; (4) Aspects in mind mapping such as imagination and association can help the students understand the words and memorize them in a short time; (5) The kind of the activities given such as conveying expressions, describing pictures, drawing pictures based on the texts, etc. can explore the use of vocabulary items learned in the classroom; (6) The use of time duration is effective to control the students in finishing their works on time; (7) There is an increase of average scores of 1.9052 from 6.5862 (pre-test) to 8.4914 (post test). According to the *t* statistic, the difference is significant at $p < 0.05$.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

According to the School Based Curriculum (Departemen Pendidikan Nasional, 2006, in Indonesian called Kurikulum Tingkat Satuan Pendidikan abbreviated as KTSP), the teaching of English at the elementary school has two objectives. Firstly, the English instruction is aimed at developing language accompanying actions in school contexts. This means that the teaching of English in the elementary school is aimed at helping the students to use English to interact in the class or school environment. It also means that English materials in this level must have the characteristics of “here and now” where the materials given are in the context of “I and You”, and directed to help the students interact by using English in the daily life. Secondly, the English instruction is aimed at building students’ awareness of the importance of English in the global community. It means that the teaching of English is directed to help the teacher in introducing English as an international language to the students.

In addition to the objectives above, in term of students’ competences, the teaching of English at the elementary school is aimed at developing the four language skills of speaking, listening, reading, and writing. It means that the students are expected to develop these language skills through the activities given in the class. To support the development of the four language skills, the learning of language components is needed. In the elementary school, the language components consist of pronunciation, grammar, spelling, and vocabulary.

Vocabulary is one of the language components that have an important role in the development of the language skills. In the primary level, building up a useful vocabulary is central to the teaching of a foreign language (Cameron, 2001: 72). It means that English materials for elementary students are emphasized to enrich the students' vocabulary. By mastering vocabulary well, the students are expected to be able to use the language efficiently and successfully including using it to develop their language skills.

However, learning English vocabulary is not a simple matter for the fourth grade students of SD Muhammadiyah Ngijon 1. They had difficulties in learning English vocabulary. After the researcher conducted an observation at the school and had conversation with the English teacher there, the researcher got information that there were three causes that made the students have difficulties in learning English vocabulary. Firstly, the students felt strange and unfamiliar with English vocabulary items including their pronunciation and their spelling. Secondly, the students felt difficult to understand or comprehend the words and their meanings. Thirdly, many students had low abilities to memorize and remember the English words.

In the learning of English vocabulary, memorization is an important thing. To master English vocabulary, the learner needs not only to learn a lot of English words but also to remember them (Thornbury, 2002: 23). Based on the theory above, it can be stated that in order to succeed in remembering a lot of English words, the students are expected to have good abilities in memorizing the words.

Based on the problems above, the researcher feels that efforts need to be done to help the students to be more successful in mastering English vocabulary such as helping the students improve their memorization abilities. For this purpose, mind mapping is used as a technique to improve students' vocabulary mastery.

B. Identification of the Problems

From the interviews and observation, the researcher found some information about the problems of English teaching and learning processes in the school under study. Focusing on grade four, the researcher identified the existing problems and classified them into four groups; namely the students, the learning media, the teaching technique, and the time management.

The first problem is related to the students. According to the English teacher, the 4A grade students of SD Muhammadiyah Ngijon 1 were mostly included in the middle class families. Most of the students came from families whose parents were government employees. In the English class, the students tended to make the class noisy when the teacher presented the material. Many students did not give attention to the teacher's explanation. Some students chatted with their friends and some were busy with their own activities such as drawing pictures in their notebooks, playing toys taken from their house, etc. Moreover, the students tended to be passive when the teacher asked questions in English. They just kept silent and preferred waiting for the teacher to translate the question into the Indonesian language. He said that students did not understand the

questions given in English or they felt afraid if their answers in English were wrong because of their vocabulary limitation.

The second problem is related to the learning media, instructional aides for the teaching-learning process. At SD Muhammadiyah Ngijon 1, the English teacher was not provided with adequate learning media. Because of the lack of the English learning media, two unfavorable effects were felt by the English teacher. The first was that the teacher could not attract the students' attention to his explanation. The second was that the teacher found the difficulty in building the students' understanding of the materials given including introducing English vocabulary.

The third problem is related to the teaching technique. The technique used by the English teacher in the teaching of English could be included into the traditional technique. The use of the traditional technique could be seen when the teacher introduced the English vocabulary items. The teacher asked the students to read the number of vocabulary items in the handbook and then wrote the additional English words on the blackboard. The teacher wrote the vocabulary items in the list form. He wrote the English words and their meaning in the Indonesian language, and then asked the students to write them down in their notebooks. In delivering other materials, the teacher wrote the material on the blackboard and asked the students to copy it. In giving the class activity, the teacher also used the traditional teaching technique. The teacher took the exercises from the handbook and asked the students to do it by seeing the examples provided in the handbook. It made the students tend to copy the answer similar

with the examples provided. He also said that, in doing the task, the students could do it because there were examples in the handbook. However, when the English teacher gave a test, the students could not open the book and it made the students get disappointing results because of their vocabulary limitation.

The last problem is related to the time management. The time management of the English teaching-learning process was not designed well. In the English class, the teacher started the lesson approximately ten minutes late. It happened because many students went out of the class to go to the toilet between two lessons. In fact, they only sat near the toilet to chat with their friends. Meanwhile, in doing the task, the time used was unlimited. The teacher did not determine the time limit to finish the task. This, in turn, caused other important activities to be cancelled because there was not enough time to do them. In addition, this made the teacher and students difficult to reach the goal of English learning.

C. Limitation of the Problem

Due to the many problems faced by the 4A students of SD Muhammadiyah Ngijon 1, the researcher focuses the study on the effort that most readily helps the students to improve their vocabulary mastery. The effort taken by the researcher is choosing the appropriate technique that can help the English teacher present vocabulary items and that can help the students memorize the words and their meaning. In this case, the researcher chooses mind mapping as the technique in vocabulary learning to improve students' vocabulary mastery.

The researcher chooses mind mapping as the technique in vocabulary learning because of some reasons. The first is that the researcher thinks that

presenting vocabulary by using mind mapping is attractive for young learners. The second is that mind mapping can help the teacher to present many English words in interesting ways. In addition, it can help the students to memorize the words in a short time and remember the words easily. By helping the students memorize and remember the English words, the researcher expects that the students can improve their vocabulary mastery.

The researcher decides to do action research as the method in doing the study because the researcher expects to know the advantages and disadvantages of the use of mind mapping. This, in turn, will add information of the use of mind mapping as an effort to improve the students' vocabulary mastery.

D. Formulation of the Problem

Based on the identification and limitation of the problems above, the research question is formulated. The research question is stated as follows: How does the use of mind mapping improve vocabulary mastery of the 4A students of SD Muhammadiyah Ngijon 1?

E. Objective of the Study

The objective of this study is to improve vocabulary mastery of the 4A students of SD Muhammadiyah Ngijon 1. This research objective is formulated out of the research question above.

F. Significance of the Study

The writer hopes that the findings of this study will give benefits and contribution for some parties. The first is for the English teachers. The results of the study can be used for the betterment of the English teaching and learning

process especially in introducing English vocabulary to the students. The study will function as the beginning step to do efforts in improving the effectiveness of the teaching learning process by using mind mapping to present lesson materials. The second is for the fourth grade elementary school students. They are expected to enjoy the learning of vocabulary by applying mind mapping in this activity. The information of the use of mind mapping as the technique in the learning of English vocabulary can be used as an effective note-taking to memorize English words easily. The third is for the researcher herself. The study becomes a practice and an experience in developing her knowledge and skills in problem solving processes. The last is for other researchers. The study can give general knowledge of materials that can be done for research studies in relation to vocabulary learning in the primary level of education.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. The Concept of Mind Mapping

A review of the concept of mind mapping covers a wide variety of topics and discussions. In this section, the discussion of the concept of mind mapping is mainly related to five aspects. They are definition of mind mapping, the history of the use of mind mapping, the origin of mind mapping, the characteristics of mind mapping, and the use of mind mapping in vocabulary learning.

1. The Definition of Mind Mapping

Mind mapping is a creative note taking technique in a visualization and graphic form that is used to make people feel easy in entering information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan 2006: 6; Buzan 2008: 10). In this definition, five important concepts of mind mapping are used. Firstly, mind mapping is one of creative note taking techniques. It is a technique used by people to represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Secondly, mind mapping helps people to enter the information into their brains. By using mind mapping, it is easy for people to put information into their memory. Thirdly, mind mapping helps people to keep information in the long term memory. By using mind mapping, the information can be saved in their memories for a long time. Fourthly, mind mapping helps people take information out from their brain easily. By using mind mapping, it is easy to recall information saved in their memories.

Finally, mind mapping engages the use of imagination and association in its application. This means that in presenting ideas into mind mapping diagrams, people enclose imagination stimulators such as pictures, symbols, and colors to present ideas clearly and use association techniques to help them build their senses to the new concepts. These new concepts are connected to the known concepts having a tight relationship with the new concepts. Below is an illustration of the mind mapping diagram.

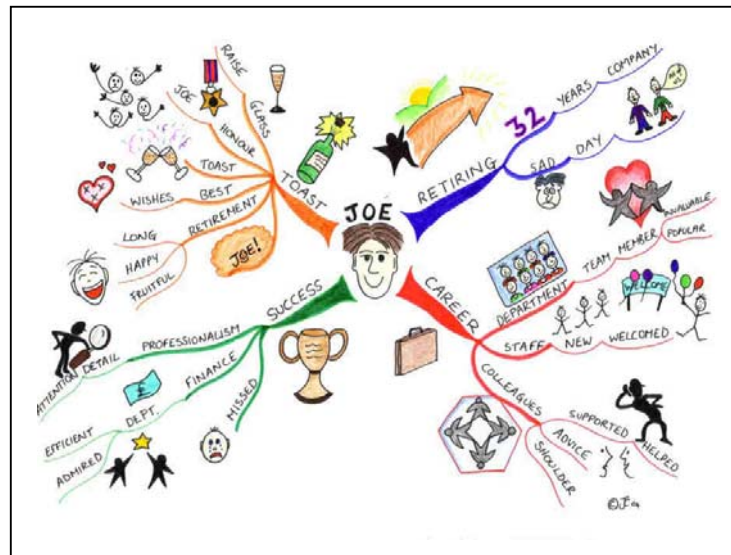


Figure I: Mind mapping of Joy's life.

Mind mapping has a work principle that is suitable with the natural work of the brain (Windura, 2008: 17). The figure above shows how mind mapping imitates the thinking process. The recording of information through symbols, pictures, emotional meaning, and colors is exactly the same as how the human brain processes information. In nature, the brain tends to process information more easily in a picture form or image than in a verbal or spoken language. As an

example, the mind mapping diagram of Joe's life above grows when people are asked to image Joe. They tend to image Joe's face rather than his/her name in their memories. By seeing the pictures in every branch of the mind mapping diagram, the people can know about Joe's works, careers, successes, etc.

2. The History of the Use of Mind Mapping Concept

Mind mapping is used by Tony Buzan as a tool to help the brain think systematically and sharpen people's memorization (Buzan, 2008: 19). Through his theory of Cerebral Hemisphere, Buzan tells about how the brain can work maximally. Actually, the concept of mind mapping has been used for a long time. For centuries, many people, such as educators, psychologists, experts, scientists, etc. have used the concept of mind mapping for learning, brainstorming, visual thinking, and problem solving. The following presents notable four mind mapping makers, Leonardo Da Vinci, Galileo Galilei, Richard Feynman, and Albert Einstein, who present their ideas in creative note takings.

a. Leonardo Da Vinci

Leonardo Da Vinci was one of many genius and creative persons using visual language to create many great works (Buzan, 2009: 9). Leonardo used pictures, diagrams, and symbols as a natural way to catch ideas appearing in his brain and presented them in papers. Because of the creative and genius expressions applied in his books, Leonardo's books became most valuable books in the world. The most notable thing about Leonardo's books was the use of pictures. These pictures helped Leonardo explore his thoughts in many fields such as arts, horoscopes, machines, biology, etc.

Leonardo had an opinion that verbal language was second place after visual language and was used to give labels and point out or explain thoughts or creative inventions. Here, the main tool to his creative invention was visual language (Buzan, 2009: 10).

b. Galileo Galilei

Galileo was a creative and genius thinker in the world. In the late 16th century and the earlier 17th century, he helped experts to revolutionize knowledge by using his note-taking technique. At the time, his friends used verbal language and traditional mathematics to analyze scientific problems but Galileo made his thoughts in plain views through illustrations and diagrams (Buzan, 2009: 10).

c. Richard Feynman

Richard Feynman was an expert in physics who was a Nobel Prize winner. When he was young, he realized that imagination and visualization were the most important parts of the process of the creative thinking (Buzan, 2009: 10). Because of that, he played imagination games and learned how to present ideas into visual forms.

Similar to Galileo, Feynman did not imitate the traditional note-taking technique used by his friends. He decided to place all theories of quantum electrodynamics into visual and new diagrammatic forms. This decision was aimed at developing the famous Feynman's diagram. The development of the famous Feynman's diagram was about the representation picture of particle interaction. Now, students in the world use it to help them in understanding,

remembering, and creating ideas in physics realism and general knowledge (Buzan, 2009: 10-11).

d. Albert Einstein

Like Leonardo and Galileo, Albert Einstein refused linear note-taking, numeric, and verbal thinking (Buzan, 2009: 11). Einstein believed that these tools were important but were not necessary. There was a thing that was more necessary and it was imagination.

Einstein said that imagination was more necessary than knowledge because imagination was unlimited. In a letter sent to his friend, Maurice Solovine, he told her about the difficulties in using words to express his scientific philosophy because it was not his way of thinking and he chose to think diagrammatically and schematically (Buzan, 2009: 11).

From the brief accounts of the famous persons above, it can be said that the use of visual language is more important than that of verbal language in presenting information. In this case, mind mapping applies the use of visual language such as pictures, symbols, graphics, etc. to explain ideas into visual note-taking forms. By creating mind mapping to present ideas, people are expected to think creatively. The information presented in the mind mapping diagram is also arranged in systematic ways. It helps people to understand the relationship of whole information and remember information easily.

3. The Origin of Mind Mapping

In the 1970s, Tony Buzan, a British popular psychology author, popularized the concept of modern mind mapping through his book and speech.

The concept of mind mapping developed by him was simpler than those developed by experts in the 1960s and only used one central key word in its application. He claimed that he had invented modern mind mapping. He added that the idea to create modern mind mapping was inspired by Alfred Korzybski's general semantics which was popular in science fiction novels. Buzan argued that 'traditional' outlines forced readers to scan left to right and top to bottom, whereas what actually happened was that the brain tended to scan the entire page in a non-linear format.

In developing mind mapping, Buzan used several aspects of mind mapping that could help people create their own note taking in a non-linear way. Those mind mapping aspects were related to the use of a landscape paper, branches, pictures or symbols, colors, key words, and central images (Windura, 2008: 33).

Now, mind mapping is used in various fields including education. In education mind mapping can be used to help learners balance the usage of the left and right brain sides. The whole brain is needed by students to think perfectly. The right brain is for creative and visual things and the left brain is for logical and rational things. Mind mapping combines both, and it stimulates the brain to work optimally and create a relaxing condition to learn.

4. The Characteristics of Mind Mapping

Mind mapping has characteristics that are different from general note-taking techniques. In its application, mind mapping does not use a linear way but it uses non linear ways to conduct note-taking. These special characteristics help

learners to memorize and recall the materials easily. Below, nine special mind mapping characteristics are presented.

a. Using many pictures

In creating mind mapping, the use of pictures is important. A picture is a part of imagination. It is worth a thousand words. Pictures can be used to strengthen a key word and help learners build their imagination. Here, imagination helps learners understand words and their meaning and can stimulate the right brain to work actively. If pictures are used together with letters, both sides of the brain will work in balance and it can create the best condition for learners to study and concentrate (Buzan, 2006: 22-23; Windura, 2008: 17, 21, 85).

b. Using many colors

Mind mapping emphasizes the use of many colors in its application because colors are good memory signs. It involves the right brain in learning for long term memory. Colors encourage creativity and help in memorization. Adding plenty of colors via branches, map backgrounds, and images will add life to mind mapping. It makes easier to comprehend and remember lesson materials because it makes the learning activity become fun for the learners (Windura, 2008: 21, 84, 85; Buzan, 2006: 22).

c. Using key words to present ideas

A key word is a word that can lead to a sentence or event. Using key words to present ideas or concepts in mind mapping can make concepts or ideas become stronger to be remembered. It is related to the work of the brain where the

human brain is just able to remember information presented in key word forms and pictures. The use of one key word per line also stimulates learners to spark new ideas easily and help the learners recall the memory (Windura, 2008: 23; 80-81).

d. Applying the classification of information

Mind mapping presents information in clear classification forms. It is aimed at making it easy for the brain to memorize and remember information. In mind mapping, information is classified based on its category (Windura, 2008: 21). If information is arranged in clear classification, it will be easier for the brain to absorb the information and save it into the long term memory.

e. Showing whole and detail information in the same time

Learners can easily see the whole of lesson materials and the specific information presented in mind mapping at the same time because pieces of information are related among each other. For example, when the learners study about the respiration system of animals such as mammals, reptiles, insects, etc., they can focus their attention to the one animal respiration system such as the reptile's respiration system by seeing the branches discussing it. It means that the students can study the respiration system of other animals easily by moving from one branch to other branches without losing the understanding of the whole material. The format of mind mapping using imagination, association, and presenting them in a diagram form makes mind mapping easy to embrace materials from general information to detailed information (Windura, 2008: 23, 87).

f. Using association

Association is the way to connect new concepts with other known concepts having a tight relationship (Buzan, 2008: 16). By using association, it will be easier for information to be remembered because the learners associate it with information that has been already known. Mind mapping in its application uses the principles of association and it makes the relationship among information become clearer and more systematic.

g. Presenting the central image in the middle part

The central image is placed in the middle of the paper in order to attract the learners' eyes and brain. Something that can attract the attention of learners' eyes and learners' right brains will make the learners feel easy to focus. A central image is drawn to describe the main idea of the mind mapping. In addition, the work of mind mapping is similar with the work of brain cells in creating a network where the brain cells spread out from the middle to all directions as does mind mapping. In this case, mind mapping gives freedom for the work of the brain to radiate ideas in all directions and express learners' thoughts creatively and naturally (Windura, 2008: 23; Buzan, 2006: 21).

h. Making learners more creative

Mind mapping makes learners think creatively. The result of mind mapping between one learner with other learners is not the same although the material learned is the same. It happens because every learner has his/her own ways to use their imagination (Windura, 2008: 24-25; Buzan, 2006: 56-57). Here, mind mapping stimulates learners to think by using their imagination such as

drawing pictures, using colors, etc. It can help them to activate the work of their right brain that is rarely used in learning activities.

i. Helping learners to review materials in a short time

By using mind mapping, learners feel more relaxed in learning materials because their brains are not forced to only use one side, the left brain, to read words but also use the right brain to learn something (Windura, 2008: 13). It makes the work of the brain become more relaxed and finally it causes learners to feel relaxed in thinking. In a relaxing condition, learners can learn materials optimally.

5. The Use of Mind Mapping in Vocabulary Learning

In vocabulary learning, mind mapping can be used in some activities. One of the activities is presenting English vocabulary. In this study, for example, the English teacher uses mind mapping diagrams to help the students understand English words and their meaning, and make the words easier to be memorized (Buzan, 2005: 201).

Mind mapping is creative note-taking applying visualization and graphic forms. In creating mind mapping diagrams, the teacher or students need to do some steps. Below, four steps suggested by Tony Buzan in creating the mind mapping diagram are presented as examples of the use of mind mapping in vocabulary learning (Buzan, 2006: 21-23).

a. Creating mind mapping diagrams

A frame of mind mapping diagrams is made by using color pencils, a piece of plain paper in a landscape position, pictures, key words, and association. A frame of the mind mapping diagram can be made by doing the steps below.

Firstly, the teacher draws a picture as a central image in the middle part of the paper (Windura, 2008: 35; Buzan, 2006: 21). The position of the paper should be placed in a landscape position. Here, the central image is used to describe the main idea. It is to activate the learners' right brains, strengthen the learners' memory, and make the learning enjoyable.

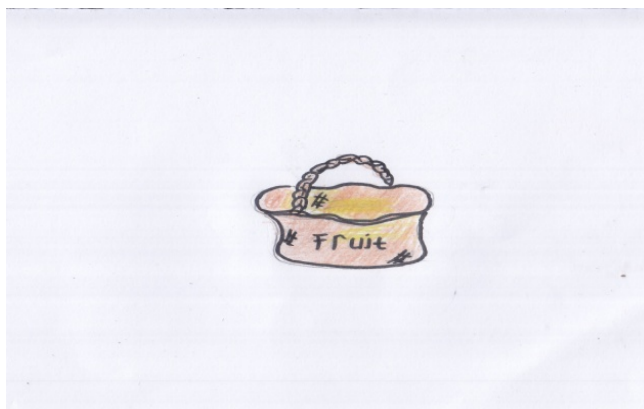


Figure II: First step in creating mind mapping: 'drawing a central image'.

Secondly, the teacher draws curve lines around the central image. Here, curve lines are also known as branches (Buzan, 2006: 24-25). Branches that are placed around a central image are called the main branches or basic ordering ideas. The main branches are made to radiate ideas that have tight relationship with the topic idea.

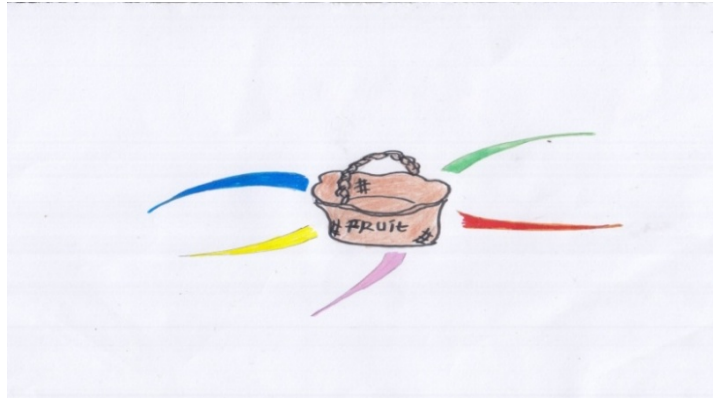


Figure III: Second step in creating mind mapping: ‘drawing main branch’

Thirdly, the teacher draws a picture or symbol in every main branch tip to strengthen the writing of keywords and make them easy to be understood (Buzan, 2006: 26). The pictures in the mind mapping diagram below show the kind of fruits as branch keywords.

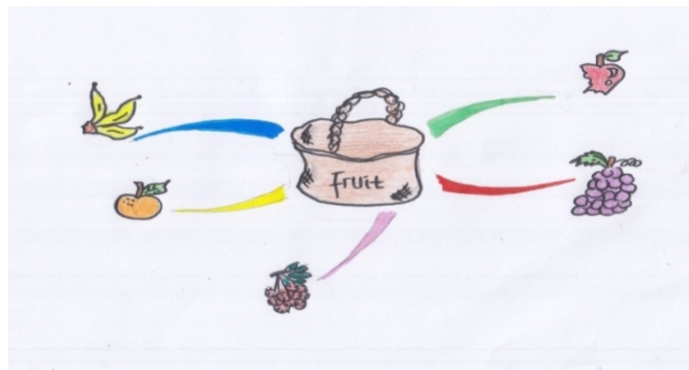


Figure IV: Third step in creating mind mapping: ‘drawing key pictures’.

Finally, the teacher creates the second branches. The second branches are radiated from the main branches. The second branches are made to present ideas

related to ideas presented in the main branches. At the tips of second branches, the teacher draws pictures and symbols.

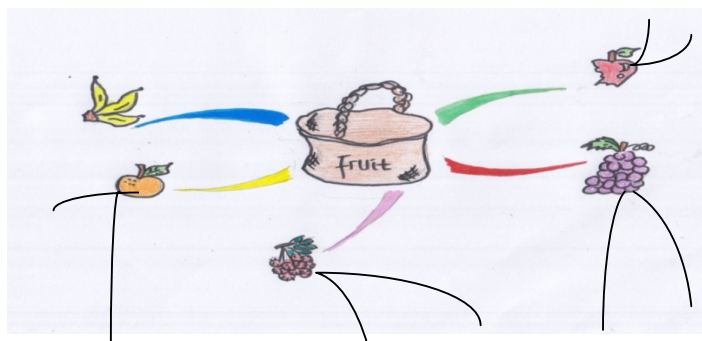


Figure V: Fourth step in creating mind mapping: ‘drawing second branch’

b. Presenting vocabulary by using mind mapping

In presenting the vocabulary items, the teacher uses the frame of the mind mapping diagram that has been prepared and places it on the blackboard. There are some steps done by the teacher when he introduces vocabulary items. The steps of presenting materials in mind mapping are arranged based on the sequences of the steps in creating mind mapping. These steps are described below:

First, the teacher places a frame of the mind mapping diagram on the middle of the blackboard. He should make sure that all students could see the content of the mind mapping diagram. Second, the teacher mentions the lesson topic by using the central image of the mind mapping diagram (Buzan, 2006: 21). Then, he begins to introduce English words that are in the main branches one by one based on the pictures in the branches (Buzan, 2006: 24-25). Here, he asks students to guess a word based on the picture that is pointed at by him and asks the students to say it loudly. Then he writes the word in the available branch

(Brewster, Ellis, and Girard, 2003: 88). In introducing the words in the second branches, the teacher does the same way as the step in introducing the words in the main branches. After the teacher finishes in completing the mind mapping diagram on the blackboard, he asks the students to pronounce all the words presented in the mind mapping diagram to check whether or not the students can pronounce the words correctly.

B. The Teaching of English for Young Learners

A review of the teaching of English for young learners covers a wide variety of topics and discussions. In this study, the discussion of the teaching of English for young learners is mainly related to two aspects that are related to the topic of the study. These are teaching English in the elementary level and characteristics of young learners in language learning.

1. The Teaching of English in the Elementary Level

One reason that supports the introduction of English in an elementary level of education is that young learners have the abilities to learn a second language better than adults. One theory called the critical period hypothesis states that young learners can learn a foreign language effectively before puberty (Cameron, 2001: 13). This is possible because children's brains are still able to use mechanisms that assist first language acquisition. The great facility possessed by elementary students such as above makes it easier for the elementary school students to understand and imitate new language items than it is for secondary learners (Brewster, Ellis, and Girard, 2003: 3-4). For the reasons above, starting to learn English in the elementary school is recommended.

In learning a foreign language at the primary levels, vocabulary building becomes a central priority (Cameron, 2001: 72). This concept means that vocabulary teaching is focused to help the learners build up the knowledge of words in ways that will enable them to use the language efficiently and successfully. English words learned by the students in primary levels include useful words. These are words that students are likely to find and use in a high frequency. It also means words that are interesting and intriguing to students (Linse, 2005: 122).

2. Characteristics of Young Learners in Language Learning

Children are unique learners who have different characteristics from adults. The knowledge of the learning characteristics of young learners is seen as central to create an effective teaching in the elementary level. The teaching and learning process can be successful if the teacher plays close attention to learners' characteristics. Below, five characteristics of young learners in learning a language are presented.

a. Active sense-makers

Young learners are active sense makers. It means that young learners actively construct their own knowledge. They build their knowledge about the world by observing their environment. When young learners observe their environment, they tend to keep people's responses to problems and develop their knowledge to the problem solving by doing assimilation and accommodation (Cameron, 2001: 2-4). Assimilation is the process where young learners solve the problem by using similar actions done by people in the environment without any

change, whereas accommodation is the process of students' thoughts in building new concepts by looking for the new possibilities offered by their own language potentials.

In language learning, young learners are excellent observers and have a natural ability to grasp meaning in the first language from a variety of sources such as body language, intonation, facial expression, etc. In learning a second language, they try to find and understand the meaning of words in this language by linking them with their own knowledge of the meaning of words in the first language. The teacher can help young learners grasp meanings of new words by ensuring that language use is contextualized and has visual supports such as pictures. Pictures or illustrations are needed as an aid that can help young learners to build their senses about the word meanings (Cameron, 2001: 4-5; Brewster, Ellis and Girard, 2002: 40).

b. Word association

Young learners are likely to use association when they learn new words. It means that young learners need to bring new concepts or ideas in their mind through word association. When young learners learn a new language, they try to construct meanings of new words by creating a link between new words and words they already know. Linking those words can be done by using two association types. They are the syntagmatic and paradigmatic patterns (Thornbury, 2002: 18; Cameron, 2001: 78). For older children, learners who are approximately ten years old tend to use paradigmatic patterns to develop their own vocabulary.

Paradigmatic association means using word categories to link knowledge of words already known with new words. It is possible to respond to cue words with words from the same word class. Further, this association can help learners in developing their knowledge of words by using abstract connection. For example, familiar words such as ‘dog, cat, etc’ can be associated with the word ‘*pet*’. Word association is needed to make the relationship between the words become clearer, and help the learners to remember new words easily (Cameron, 2001: 78; Buzan, 2008: 16).

c. Clues for predicting and guessing

Young learners need clues to predict and guess word meanings. Here, clues can be known as a tool to make the meaning of words clearer. To help learners in predicting the meanings of new words, an English teacher can use key words and key pictures. Both are used as clues to attend to the meaning of the words.

In vocabulary development, the types of words learned by children change. For older children, the vocabulary presented by the teacher is not only about concrete words but also about abstract words (Cameron, 2001: 78). To learn those words, young learners need to learn how to use context clues and guess the word meanings from the context where new words are used. These ways can help young learners to provide enough information to figure out the meaning of new words. The teacher needs to provide clues such as key words or key pictures in order that young learners can feel easy in understanding and grasping the meanings of new words (Buzan, 2006: 23; Linse, 2005: 124).

d. Structural and systematic ways

Young learners tend to understand materials given in structural and systematic ways to help them in making a clear sense about the words (Cameron, 2001: 79). One of the examples of systematic and structural ways in learning new words is applying word categories. In this strategy, words can be organized systematically by grouping words based on their categories. Here, the teacher can present word categorizations in diagram forms, such as mind mapping diagrams.

Organizing words in mind mapping diagrams can give two benefits for young learners. Firstly, it can make young learners feel easy in knowing all words and building their senses about the relationship between one word and other words. Second, it helps young learners to know the words in detail such as from the general to specific levels of the word class. In this condition, young learners can learn the word from all directions without losing their understanding about the topic being learned (Cameron, 2001: 79; Pinter, 2006: 89-90; Windura, 2008: 18-19).

e. Short attention span

Young learners have short attention span in learning a language. For example, young learners may easily feel bored in learning or doing things. Short attention span comes when young learners have to deal with materials that are boring, useless, or too difficult (Brown, 2001: 88). Since a language lesson can at times be difficult for children, the teacher needs to make the language lesson interesting, lively, and fun.

In learning a foreign language, children tend to lose attention in following the class activities because they feel unfamiliar with words in the second language. In this case, the teacher needs to build the young learners' interest in learning words in the second language by using an interesting technique. The teacher also needs an aid to present new vocabulary. The use of aids is needed to help the teacher teach new words and their meaning easily. Engaging the use of pictures, colors, symbols besides words in presenting the words can make young learners feel enthusiastic and interested in learning new vocabulary (Brown, 2001: 88; Cameron, 2001: 1).

C. The learning of Vocabulary in Young Learners

A review of the learning of vocabulary in young learners covers a wide variety of topics and discussions. In this study, the discussion is mainly related to two aspects. The first aspect is related to the definition of vocabulary. In this aspect, the researcher discusses the meaning of vocabulary, kinds of words, and selection of new words. The second aspect is related to vocabulary teaching and learning processes for young learners. In this part, the researcher discusses vocabulary development and steps in learning vocabulary.

1. Definition of Vocabulary

Vocabulary is a collection of words in a particular language that an individual knows and that has a meaning (Linse, 2005: 121; Hornby, 2000). It means that a language consists of a number of words that are meaningful. Collection of words for elementary level children has different characteristics from that for adults. In vocabulary learning for young learners, the words to be

learned are useful words. These are words that learners are likely to find and use in a high frequency. It also means words that are interesting and intriguing to learners (Linse, 2005: 122).

a. Kinds of words

In vocabulary learning, the words to be learned can be classified into two categories. They are content words and function words. Content words are those that carry a lexical meaning, and function words are those that carry grammatical meaning.

Words that are included in content and function words are classified based on their function in a sentence. In language learning, knowing the functions of words can help learners in arranging words in a correct sentence and analyzing the sentence (Cameron 2001: 82). The sentence below contains examples of content and function words.

Rian paints an abstract picture on a canvas then he displays that picture in a gallery.

In the sentence above, the words underlined are included into content words. Based on the meaning of words, content words come from the word classes of nouns, verbs, adjectives, and adverbs. Nouns are shown by the words ‘Rian, picture, canvas, and gallery’. Based on the meaning, a noun is a word that can name people, things, ideas, or place. Verbs are shown by the words ‘paints and display’. Here a verb is a word used to say what someone or something does. An adjective is shown by the word ‘abstract’. An adjective is a word that can be used to qualify a noun or pronoun. In teaching content words, the teacher can

explain the words and their meanings in a direct and explicit way (Cameron, 2001: 82; Droga and Humphrey, 2005: 18).

Function words are all the words that are not underlined. Based on the meaning of words, the function words come from the classes of articles, prepositions, conjunctions, and pronouns. An article is a grammatical word placed before a noun to introduce a person or thing (e.g. an, a). A preposition is a word that begins a phrase used to talk about place, time, manner (e.g. on, in). A conjunction is a word to link two clauses (e.g. then). A pronoun is a word which can take the place of a noun (e.g. he). In teaching function words, the teacher teaches words incidentally and uses them continuously in a range of different discourse contexts (Cameron, 2005: 82; Droga and Humphrey, 2005: 18).

b. The words taught to young learners

The significant point in the teaching of vocabulary is the selection of words that will be introduced to the elementary students. The selection of words should be matched with the characteristics of young learners. For example, the teacher needs to introduce more concrete words to young learners first before he introduces abstract words. It is because young learners are active sense makers where they tend to build their knowledge about new things by imitating concrete models such as illustrations or pictures (Pinter, 2006: 84). In presenting new vocabulary, the teacher needs to consider the frequency too. In this case, the teacher can decide which words to be presented based on the frequency of the words in use. It is because young learners are still in the process of acquiring and organizing words when they learn a language.

Frequently, words are taught according to themes and topics. Many course books are organized by themes or topics that are close with elementary school children's life and the teacher provides vocabulary items according to it. For example, in a lesson book entitled 'Growth With English 4' some topics presented in the second semester are 'body and face', 'clothes', 'house', etc. In presenting those topics such as the material topic of 'house', the teacher can introduce vocabulary items by creating association among names of rooms of the house, the function of rooms in the house, and tools found in each room. In this case, the network building can make the relationship of words easier to be understood by the students.

In learning vocabulary, most basic level of knowing a word consists in knowing the word form and its meaning (Thornbury, 2002: 15). Knowing the word form means that the students need to know the word pronunciation, word spelling, and the grammatical changes (Cameron, 2001: 78). In pronunciation, the students need to know how to pronounce the words in the correct pronunciation. In spelling, the students need to write the words in the correct spelling. In grammatical changes, the students need to know the changes of nouns, verbs, etc.

Besides knowing the word forms, knowing the meaning of words is also needed. Knowing the meaning of words means that the students need to know about the conceptual contents of words and their relationship with the other concepts of words (Cameron, 2001: 78). Here, the problem that usually occurs is that the young learners feel difficult when they are faced with the word that does not have just one meaning. In this case, a context helps them to find the right

meaning. Thus, it is good when the learners know the synonyms such as 'smart=intelligent' or antonyms such as 'rich >< poor'. The use of pictures is also helpful to support the learners in understanding the word that has more than one meaning. It is because the learners feel easier to catch the meaning of words by seeing pictures than by reading verbal forms (Cameron, 2001: 89).

c. The learnability of the words

Students' abilities in mastering vocabulary are influenced by several factors. Those factors can be used to determine whether or not new words are realistic to be learned by young learners. If the words taught are suitable with young learners' needs, the learners can master them easily and if the words are difficult to be learned by young learners, the teacher needs to use an appropriate technique to teach them. Below are factors that can influence the learnability of new words. They are demonstrability, similarity to first language, brevity, regularity of forms, and centers of interest (White in Brewster, Ellis, and Girard, 2003: 81-82).

1) Demonstrability

The teacher needs to know whether or not the meaning of the words is easy to be conveyed. Here, a concrete basic level meaning is easier to be conveyed than an abstract meaning. For example, the word 'car' is easier to convey than the word 'transport' (Brewster, Ellis, and Girard, 2003: 81).

2) Similarity to first language

The teacher needs to know whether or not the foreign words have any similarity to the first language. If foreign words have similarity to the first

language, the teacher can convey word meanings more easily. For example, the word 'shampoo' is easy to understand because the meaning of shampoo in the first language and the second language is the same (Brewster, Ellis, and Girard, 2003: 81).

3) Brevity

The teacher needs to know whether the words are short or long. Here, young learners tend to memorize a short word more easily than a long word. For example, the word 'plane' should be easier to learn than the word 'aeroplane' (Brewster, Ellis, and Girard, 2003: 82).

4) Regularity of form

The teacher needs to know whether the words have regularity of form or not. For example, a new noun with a regular plural will be easier to learn than a new noun with an irregular plural. The words 'apple/apples' will be easier to learn and remember than the words 'foot/feet' (Brewster, Ellis, and Girard, 2003: 82).

5) Centers of interest

The teacher needs to know whether or not the new words are relevant and interesting to the children. To make learning words become fun activities for young learners, the teacher needs to present new words in an interesting way, for example by adding pictures or symbols besides key words to make the meaning of words become clear (Brewster, Ellis, and Girard, 2003: 82).

2. Vocabulary Teaching and Learning Process for Young Learners

a. Vocabulary development

The process of learning vocabulary for young learners is not only about adding new words into the mind and finishing with it, but it is more than that. Learning words here means learning words, learning formulaic phrases or chunks, and finding words inside them. These processes are done in a continuous process. It means that the learners need to meet new words for several times where, each time, they extend knowledge about what the words mean and how they are used in the foreign language. The process of vocabulary learning above is known as vocabulary development (Cameron, 2001: 73-74).

In vocabulary development, there are some progressions in the vocabulary learning. The first is related to the progression in the conceptual knowledge. As children get older, they are more able to handle abstract ideas and words such as 'sad, happy, etc' as well as concrete words, the words that can be caught by the students' senses. In addition, they work outwards from basic level concepts to more specific concepts or words. The second is related to the progression in word knowledge. Here, knowledge about particular words can be seen as a progression from partial knowledge of their meaning, use, and form to fuller knowledge. It means that learning words is not only learning about word meanings, word forms, and their uses in separate ways but also learning those aspects together.

b. Steps in learning vocabulary for young learners

Based on the information above, the teacher needs appropriate steps to build learners' knowledge about new vocabulary items. Those steps are taken in

order to make learners feel familiar with the new words, know their meanings, and use the words into language skills correctly. Below are four steps that can help young learners to master vocabulary, and help the teacher in building the learners' knowledge about new words.

1) Learning the meaning of the words

When teaching vocabulary in a foreign language, the teacher needs to bear in mind that children are still building up their first language vocabulary and they are still in the process of acquiring and organizing concepts (Brewster, Ellis, and Girard, 2003: 81). Presenting new words should be done in a context which is familiar to the child. Here, the use of visual supports is important to help convey the meanings and to help young learners memorize new vocabulary. An example of visual supports is mind mapping diagrams that apply the use of pictures and symbols.

In vocabulary learning, the young learners need to do three vocabulary tasks to help them in understanding the meaning of words. These tasks are labeling, categorizing or packaging, and network building (Thornbury, 2002: 18). The first is labeling. In labeling, the students need to map words on to concepts. For example, when the students face the word 'dog', they can label the word into the concept of a four legged animal that can bark. The second is categorizing. In categorizing, the students need to organize the words based on their classes. For example, the common words like 'apple' or 'cat' can be replaced by a superordinate term like 'fruits' or 'pet'. The third is creating network building. In creating network building, the students make connection between a new word

with a word that is familiar to the students and that has tight relationship with the new word. For example, the word ‘brother, sister, father, and mother’ can be connected with the word ‘family’.

In reference to the two types of network building, syntagmatic and paradigmatic patterns, the younger children tend to use the syntagmatic pattern first. It means that the younger children tend to choose a linking idea in a word from a different part of speech or word class. When young children become older children, about ten years old, they tend to use paradigmatic responses to create networks of connection (Cameron, 2001: 78). It means that the older children are more likely to respond to cue words with words from the same word class. For example, when the students find the clue word ‘dog’ or ‘table’, they tend to relate those words with ‘animal’ or ‘chair’ not ‘bark’ or ‘eat’ that are usually used by young children to make concepts about ‘dog’ and ‘table’.

2) Attending to the word form

In learning word forms, young learners are expected to know how a word is pronounced and how it is written. These are key parts of the word knowledge. Several ways can be done by the teacher to attend to word forms. First, the students listen and repeat what the teacher says. Second, the students observe the written form such as word spelling, the first and last letters, etc. Third, the students notice grammatical information such as giving attention to the article used in plural or singular nouns. Fourth, the students copy and organize the new words in language activities (Cameron, 2001: 86; Brewster and Ellis, 2003: 88).

Teaching the word form can be done after conveying the meaning of words. Here, the teacher can use the following procedure of the teaching of the word form. The first is asking young learners to guess the new word. In this step, the teacher asks the young learners to guess the word, and if the learners know the words, they should say the words aloud. If they do not know a word, the teacher can tell about the word and pronounce it aloud. The second is asking the learners to repeat what the teacher says. In this step, the teacher can check the learners' pronunciation. He says the words again and asks individual learners or the whole class to repeat the pronunciation of the words. The third is asking the students to write the words in the correct spelling. In this case, the teacher can check the students' word writing by asking them to write the words in the mind mapping diagram (Brewster, Ellis, and Girard, 2003: 88).

3) Making a strong memory to the words

In learning a foreign language, young learners are not only expected to know many new words but they are also expected to remember the new words and their meanings (Thornbury, 2002: 23). In fact, learning is remembering. Without remembering, what they have learned is wasteful. Young learners can remember new vocabulary if they can memorize the new words in the long term memory. This can help them to recall new words when needed (Brewster, Ellis, and Girard, 2003: 23; Cameron, 2001: 87).

The long term memory is a kind of filing systems. It has an enormous capacity and its contents are durable over time. The great chance for young learners if they can memorize new vocabulary into long term memory is that they

never forget the words they have already learned, and they can use the words when they do class activities. The long term memory has tight relationship with the work of the right brain side. The right brain side can also be known as the creative brain where it has the function to do creative activities such as drawing, coloring, etc. Using organizational networks in a diagram form with pictures or visual images can help the teacher build the students' senses about words and help the students to keep new words in their long term memory (Thornbury, 2002: 24; Windura, 2008: 6-7).

4) Using the new words in class activities

To ensure that new vocabulary can be mastered by young learners, the teacher needs to give exercises to young learners. These exercises are focused on the use of the new words. It means that the learners are expected to use their abilities in memorizing words to do exercises given by the teacher. Here, the teacher gives exercises in language skill forms such as listening, speaking, reading, and writing. This is suitable with language development where in vocabulary learning, the students not only learn new words but they also use their vocabulary knowledge to do class activities. Finally, the class activities can be used to measure the students' abilities in mastering vocabulary (Linse, 2005: 122).

There are a number of ways where new words can be learned in class activities. The first is the use of new vocabulary in listening activities. In this skill, the learners are expected to use their knowledge about the new words to understand instructions or information given in spoken forms. The listening activities include responding to the teacher's instructions and matching the

pictures with the words they hear. The second is the use of new vocabulary learned in speaking activities. In this skill, the learners are expected to use their knowledge of new words to convey ideas and recall the new words orally paying attention to the words' pronunciation, appropriate choice of words, and knowledge about the meaning of words. The speaking activities include making a simple dialogue or role play in front of the class, recalling the new words learned, and answering the teacher's question with the correct words and pronunciation. The third is the use of new vocabulary in reading activities. In this skill, the learners use their vocabulary knowledge to understand information given in written texts and predict the meanings of words in the texts. The reading activities may include drawing a picture based on the instruction given in the written texts. The last is the use of new vocabulary in writing activities. In this skill, the learners spell new words correctly. The writing activity includes filling out incomplete mind mapping diagrams with correct words and making simple sentences based on pictures (Cameron, 2001: 40, 230; Brewster, Ellis, and Girard, 2003: 98-128).

D. Conceptual Framework and Research Questions

This study begins with the problem occurring in English teaching learning processes. It is the lack of the students' vocabulary mastery. Reviews of related theories have been presented as references for dealing with the problem. This section of the report presents the conceptual framework of the research study.

1. Conceptual Framework

In learning a foreign language at the primary level, building up vocabulary becomes a central part of language learning. This means that the learning of

vocabulary is focused to help learners build up their knowledge and understanding about the second language. Learners will not be able to do simple communication either in the spoken or written form if they do not have the knowledge of words including their meanings. Because of that, the important thing that should be introduced by an English teacher when he teaches the second language is about the word meaning, the form, and the use in the foreign language.

However, for young learners, learning unfamiliar or new words is not a simple matter. There are some aspects that make them feel difficult to master vocabulary such as pronunciation, spelling, and meanings. Besides, there is one main aspect that may make it difficult for students to master new vocabulary items. It is the difficulty to memorize new vocabulary. In vocabulary learning, memorization is important. Without remembering what students learn, the whole exercises become wasteful. It means that students will not be able to do exercises given by the teacher if they cannot memorize new words they have learned.

One teaching technique that can be used to help young learners in memorizing new vocabulary is mind mapping. Mind mapping means a creative note-taking that can be used to present new vocabulary in visualization and graphic forms by engaging the use of imagination and association. The use of mind mapping is suitable with young learners' characteristics in language learning in which young learners tend to love materials that are presented systematically and structurally by using pictures, colors, word categorization, etc. In mind mapping, those aspects can be found and can help young learners to enter

information into their minds, save information in a long term memory, and take information out from the memory easily.

In vocabulary development, young learners not only learn new words but they also use the words in the class activities involving the four language skills of listening, speaking, reading, and writing. The relationship of the aspects that are discussed in the conceptual framework above can be seen clearly in the diagram below.

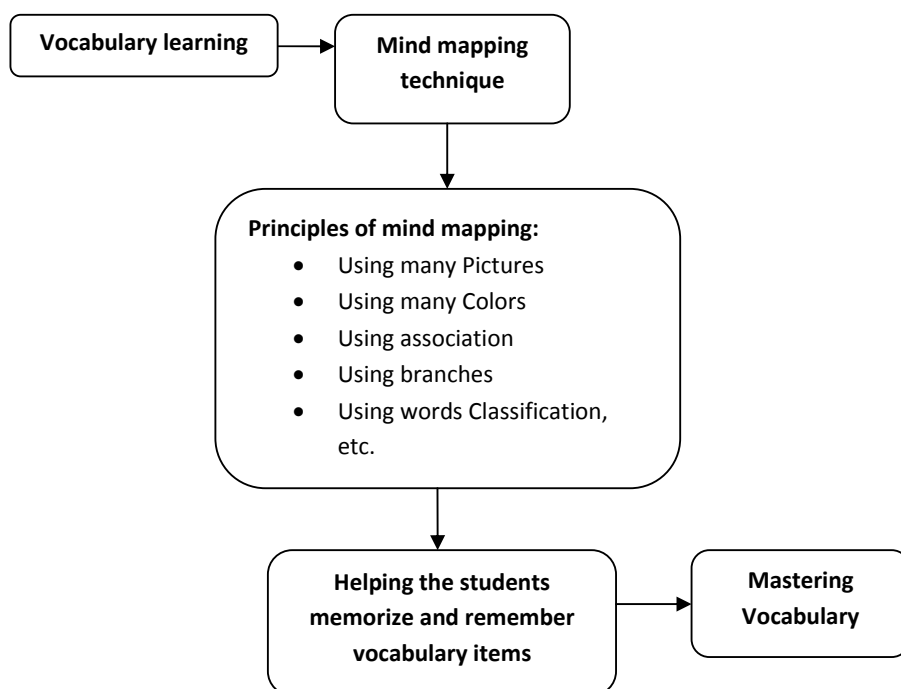


Figure VI: Diagram of vocabulary learning by using mind mapping.

2. Research Questions

In designing possible actions in this study, the first step that should be done by the researcher is finding the main problem faced in the teaching learning process of English. By knowing the problem faced in vocabulary learning, the researcher can take effective ways to solve the problems. In this study, the

problem faced by the fourth grade students of SD Muhammadiyah Ngijon 1 is the students' lack of vocabulary including memorizing new words. This problem has big effects to the students in the English class. Because their abilities in mastering vocabulary are low, the students feel difficult in doing the exercises or tasks given by the teacher. Many of the students also get unsatisfactory results in every test. In this study, the researcher uses mind mapping to solve the problem and she expects that the use of mind mapping in the vocabulary learning can help the students to improve their vocabulary mastery.

Based on the research problem, the researcher formulates questions to lead to more specific topics of discussion. The questions are presented below:

1. How can mind mapping be applied in the vocabulary learning?
2. How can the vocabulary items be explored in the class activities?
3. Is mind mapping effective to improve vocabulary mastery of the students?
4. What is the significance of mind mapping for the English teacher in vocabulary teaching?
5. What is the significance of mind mapping for the students in vocabulary learning?

CHAPTER III

RESEARCH METHOD

A. Research Design

This study is categorized into action research. The aim of this study was to show the process of improvement of the students' vocabulary mastery. In this process, the researcher worked together with the English teacher and the students to identify and investigate the problem occurring in the English learning. Then the researcher and teacher planned the possible solution to solve the problem, carried out the action in the class, and finally, analyzed the use of mind mapping in improving the students' vocabulary mastery. The steps done by the researcher and collaborators above are suitable with the sequence steps done in action research. They are identifying the problem, planning the solution, doing the action in the class, and reflecting the use of action done (Burns, 1999: 30).

B. Setting of the Study

1. Setting of Place

This study was conducted in SD Muhammadiyah Ngijon 1. This school is located at Turgenen, Sumberagung, Moyudan, Sleman, Yogyakarta. The school consists of two buildings, namely Unit 1 and Unit 2 buildings, which are located in separate areas. The first school building is located near the road, namely the Unit 1 building. In the left side of the Unit 1 building is a rice cultivation area and in the back of the building is a settlement area. The primary function of the Unit 1 building is to cater the teaching learning activities. The building consists of 19

rooms, namely nine classrooms (1A, 1B, 3A, 4A, 4B, 5A, 5B, 6A, 6B) , a school principal's room, a teacher's room, a library, a teacher's lavatory, two students' lavatories, a school canteen, a Student Health Centre, a school cooperative office, and a kitchen. There are two parking areas available for the teacher and students. There is also a schoolyard for playing, doing physical education, and conducting formal ceremonies.

The other building is the Unit 2 building. The building is located among the houses of the people living in the *Turgenen* village. This building consists of nine rooms, namely three classrooms (2A, 2B, and 3B), a computer's room, a musholla, and four students' lavatories. There is also a parking area for students. The Unit 2 building is located approximately 300 meters from the Unit 1 building.

2. Setting of Time

This study was conducted in the second semester in the academic year of 2009/2010. It started on January 9 and ended on March 18, 2010. The research was conducted according to the English teaching-learning schedule on Tuesday at 10.25 a.m. and Thursday at 13.00 p.m. with time duration of 70 minutes in every session. The schedule of the study in the English class can be seen in the table below:

Table 1. The Research Schedule

Date	Activities	Description
January 19, 2010	Pre- test	<ul style="list-style-type: none"> • Before doing pre-test, the researcher asked the teacher to tell the students about the materials learnt.
January 28, 2010	First Meeting	<ul style="list-style-type: none"> • The topic was <i>part of the body</i>. • Learning material of <i>Giving instruction</i>.
February 2, 2010	Second Meeting	<ul style="list-style-type: none"> • Learning <i>how to describe people</i>. It relates to the topic <i>part of the body</i>.
February 9, 2010	Third Meeting	<ul style="list-style-type: none"> • The topic was <i>part of the house</i>. • Learning <i>kind of rooms in the house</i>. • Learning <i>kind of activities done in the rooms</i>. • Learning <i>kind of tools in the rooms</i>.
February 23, 2010	Fourth Meeting	<ul style="list-style-type: none"> • Continuing the topic <i>part of the house</i>. • Learning <i>prepositions of place</i>. • Giving information about <i>things/someone's positions in the house</i>. • Giving information about <i>activities done by someone in the rooms</i>.
March 2, 2010	Fifth Meeting	<ul style="list-style-type: none"> • The topic was <i>kind of clothes</i>. • Learning <i>description of the kind of clothes worn</i>.
March 4, 2010	Sixth Meeting	<ul style="list-style-type: none"> • Continuing the topic <i>kind of clothes</i>. • Learning <i>expression of asking permission and the response</i>.
March 18, 2010	Post test	-

C. Subjects of the Study

The subjects of this study were the 4A students of SD Muhammadiyah Ngijon 1. The class had 31 students, consisting of 15 female and 16 male students. The students were nine up to eleven years old. Most of them came from middle class economic families. They lived near the school and some of them rode bicycles to go to school. Most of their parents were government employees. Several parents were entrepreneurs and some of them were farmers. Most of the parents were well-educated people. About sixty percent of the students' parents were university graduates, thirty percent were high school graduates, and ten percent were junior high school graduates.

D. The Research Data

1. Kind of Data

In this study, the data were qualitative and quantitative. The qualitative data were obtained from the observations and interviews, whereas the quantitative data were obtained from the pre-test and post test.

2. Instruments of the Study

The instruments for collecting the data in this study were a test instrument and a non-test instrument. The test instrument included test items, and the non-test instruments included observation guides and interview guides. The data of the test instruments were in the form of numeric data. Meanwhile, the data of the non-test instrument were in the form of field notes and interview transcripts of the teaching-learning processes.

a. Observation guide

The observation guide was used to determine the variables when the action plan was conducted. In this study, five variables were observed. They were the students, the teacher, learning media, class management, and the students' vocabulary mastery. Every variable involved several aspects to be observed in the English class. The aspects can be seen in the Table 1 of Appendix A. Besides observing the aspects mentioned in Table 1 of Appendix A, the researcher also observed important variables that unexpectedly happened in the class.

b. Interview guide

The interview guide was used as the guidelines for the researcher in giving the questions to the students or teacher after doing the actions planned. In this study, the interview guides involved four variables. They were time management, class activities, the use of mind mapping, and students' vocabulary mastery. Every variable involved several aspects to be asked during the research. The aspects could be seen detailed in the Table 2 of Appendix A. Here, the researcher not only interviewed the students and the English teacher about the variables in the interview guides but she also asked about important things related to vocabulary learning in the 4A class.

c. Pre-test and Post test batteries

The vocabulary test was used for pre-testing and post testing. It was a multiple choice test consisting of 40 items. The test materials were adapted from the topics provided in the "Grow with English 4" lesson book. In order to get the validity and reliability of the test, before giving the pre-test to the 4A elementary

students, the researcher tried the test out to the 31 students from the 4B class. In scoring the test, the researcher gave one point for the correct answer and zero point for the incorrect answer.

By seeing the scores made by the 4B students in the try-out, the researcher found out the reliability and validity of the test. Here, the researcher used the help of the computer program where the Cronbach's Alpha statistic was used to find the reliability of the 40 test items. Based on the results of reliability analyses, it was known that the reliability of the 40 test items was .927. It means that the reliability of test items was high. Concerning the validity of data, it was known that there were four test items that should be deleted, they were numbers 3, 8, 28, and 38.

Before conducting the pre-test, the researcher asked the teacher to tell the 4A students about the topics tested. It was done to help the students feel ready to do the pre-test so their scores could describe their abilities in mastering English vocabulary. The specification of the 40 vocabulary items can be seen below.

Table 2. The Specification Table of Pre-Test and Post Test Items

No	Topic	Indicators	Pre-Test		Post-Test	
			Total	Items	Total	Items
1.	Body and face	• Parts of the body and face	5	16, 17, 18, 23, 24	6	14, 15, 16, 18, 23, 24
			1	15		
		• The function of the body				
		• Kinds of activities done	4	22, 25, 26, 27	4	27, 22, 25, 26
		• Kinds of adjective to describe people's face	3	19, 20, 21	3	19, 20, 21
2.	Home sweet home	• The kinds of rooms and tools	11	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13	10	1, 2, 3, 4, 5, 6, 7, 9, 10, 12
		• The function of room	1	9	1	8
		• Kinds of prepositions	1	32	2	31, 32
3.	My beautiful clothes	• Kinds of clothes and accessories	8	12, 28, 29, 30, 31, 33, 34, 40	9	11, 13, 27, 28, 29, 30, 33, 34, 40
		• Kinds of colors	5	35, 36, 37, 38, 39	5	35, 36, 37, 38, 39

3. Technique of Collecting Data

The data about the improvement of vocabulary mastery were obtained by doing observation in the English class, conducting interviews after the class meeting, and administering the pre-test and post test. These data collection techniques are described below.

a. Observation

The observation was done to monitor the teaching-learning process in the 4A class. During the observation, the researcher collected the data by observing the class situation and condition when the actions were conducted, and then recorded the activities in the field notes.

b. Interview

The interview was done to know the effectiveness of the actions. In this case, the researcher held the interview with the English teacher and the 4A students about the activities during the vocabulary teaching-learning process. The results of the interviews were recorded in the interview transcripts.

c. Pre-test and Post test

The pre-test and post test were administered before and after the researcher conducted the actions. It was used to measure the students' vocabulary mastery on the topics taught in the study. The data of the pre-test and post test were collected in the form of numeric data.

E. The Validity and Reliability of the Data

1. The Validity of Data

Five validity criteria could be applied to show the regularity of this study (Burn in Sanjaya, 2019: 41). The five validity criteria were democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

For democratic validity, in this study, the researcher interviewed the English teacher and the 4A students of SD Muhammadiyah Ngijon 1 (Burns in

Sanjaya, 2010: 41-42). In the interview, the English teacher and the students expressed their views, and opinions toward the actions done.

For outcome validity, the researcher emphasized the study on the betterment of the learning process to reach the maximal result (Burns, in Sanjaya, 2010: 42). In this case, the researcher formulated the new questions related to the new problem found in the class when she tried to solve the main problem of the study. This action was done after the researcher did the reflection in the end of the class meeting.

For process validity, the researcher collected the data by doing observation and noted down everything that could be caught by the researcher's senses (Burns, in Sanjaya, 2006: 42). In this activity, the researcher observed the students' attitudes, class condition, the teaching technique used by the English teacher, etc. during the teaching and learning processes and described the collected data in the field note form.

For catalytic validity, the researcher tried to get the stakeholders' responses to the changes occurring to themselves (Burns, in Sanjaya, 2006: 43). For this purpose, the researcher observed the implementation of the actions, made the reflection of the actions done in the 4A class, and asked the questions to the English teacher and the 4A students to know the changes they made after the researcher applied the actions during the study.

For dialogic validity, the researcher asked the English teacher as the stakeholder to participate in the process of the study by giving critiques and

suggestions (Burns, in Sanjaya, 2010: 43). For this purpose, the researcher conducted reflective dialogues with the English teacher for critiques or suggestions to the actions done in the class.

2. The Reliability of the Data

In order to ensure the reliability of the data, besides using field notes, the researcher used different resources to get the same data. In this study, to obtain the data about teaching processes, for instance, the researcher interviewed the teacher, observed the teaching learning process, and interviewed the students who just attended the class (Madya, 2001: 3).

To get the data reliability, the researcher used the triangulation technique. Here, the researcher matched the results of three sources namely: observation data, interview data, and students' pre-test and post test scores. It was done to know whether or not the reliability of the data was evident.

For the observation, the researcher observed activities that could be caught by her senses, such as the students' attitudes during the teaching learning process, the class atmosphere, the teacher's way in presenting the material especially English vocabulary, the learning media used, etc. Here, the results of the class observation were arranged in the field note forms.

For the interview, the researcher asked questions about the implementation of mind mapping in vocabulary learning to the 4A students and the English teacher. Here, the results of the interviews were shown in the interview transcripts.

For the pre-test and post test data, the researcher analyzed the pre-test and post test scores made by the students by the help of a computer analysis. The researcher used the *t*-test to know whether or not the change of the students' improvements in mastering English vocabulary was significant. Here, the data was obtained in a statistic form.

F. Research Procedure

To carry out the study, the researcher used the action research suggested by Burns (1999: 161-162). This procedure consisted of the following four steps.

1. Reconnaissance

In this step, the researcher observed the place where she carried out the study. Based on the results of the observation, the researcher identified the problems that occurred. In the preliminary step, the researcher focused on analyzing the problems related to the students' ability in memorizing the English vocabulary. The results of the observation were used as the basis for developing the research actions.

2. Planning

In this step, the researcher worked together with the English teacher to plan some actions to be implemented in the English teaching-learning process based on the problems defined in the previous step. The aim of the actions was to improve the students' vocabulary mastery by using mind mapping techniques. The actions planned to be carried out were presented below.

The first was determining the vocabulary items that were tested in the pre-test and pos test. In this action, the researcher formulated the test items taken from several resources such as the students' worksheet, the examination try out, etc. that focused to the topics 'part of the body', 'part of the house', and 'clothes'. In addition to taking the test items from those resources above, the researcher tried to formulate the test items based on the syllabus of English for the fourth grade of the elementary school in the second semester.

The second was providing mind mapping diagrams. In this action, the researcher provided mind mapping diagrams that were used to present vocabulary items with the topics of 'part of the body', 'part of the hose', and 'clothes'. Here, the researcher created some mind mapping diagrams in the big size, measuring 120 cm x 90 cm. Every time the English teacher presented a new material topic, the researcher provided a mind mapping diagram that was suitable with the topic.

The third was determining the class activities. In this action, the researcher planned some interesting activities that could encourage the students to use their abilities in mastering English vocabulary in the class activities. The first activity was memorizing vocabulary items in the mind mapping diagram. This activity had the aim to help the students recall or remember all the words presented earlier. The second was filling out an incomplete mind mapping diagram with the correct words. This activity had the aim to help the students to write the words in the correct spelling. The third was exploring the students' vocabulary knowledge through language skill activities such as role-playing, doing the teacher's instruction, matching the pictures and the sentences, describing pictures, writing

the simple sentences based on the picture, etc. These activities were given to help the students use the words learned in the foreign language either in spoken or written forms.

The last was determining the time duration in doing the class activities. Here, the researcher planned the time limit to be applied in every class activity. The time limit was determined based on the difficulty level of the exercises or tasks. For example, for memorizing English words, the researcher allocated 5 to 8 minutes. For filling out the incomplete mind mapping diagram with the correct words, the researcher allocated 5 to 8 minutes. For doing the class activities relating to the language skills, the time limit allocated is based on the difficulty level of the tasks. Here, the time limit allocated to do the activities was around 5 to 30 minutes.

3. Implementing and Observing the Actions

In this step, the researcher implemented the actions that had been planned in the previous step. The actions were implemented in six meetings or one research cycle. In the first, third, and fifth meetings, the English teacher as conductor in the teaching learning process presented new topics. In the first meeting, the teacher presented the topic of 'part of the body', in the third meeting, the teacher presented the topic of 'part of the house' and in the fifth meeting, he presented the topic of 'clothes'. After presenting the new topics, the teacher asked the students to memorize the vocabulary items in the mind mapping diagram. In the next activity, he asked the students to complete the mind mapping diagram by writing the words near the key pictures in correct spelling. In the last activity, the

teacher gave tasks or exercises that could explore the use of vocabulary items. The tasks or activities involved the language skills of listening, speaking, reading, and writing. For the second, fourth, and sixth meeting, the teacher discussed the developed material from the topics presented in the previous meeting. For example, in the second meeting, the English teacher gave the material related to the topic of 'part of the body'. Here, the teacher also gave the class activities aimed to check the students' memorization abilities for vocabulary items that had been learned in the previous meeting.

While the English teacher implemented the actions in the class, the researcher observed the activities in the class. It was done to find problems during the class and see how effective the actions were.

4. Reflection

In this step, the researcher evaluated the actions that were conducted in the implementation phase. She evaluated the actions by observing the teaching learning process conducted in the class and interviewing the students and teacher about the class activities. In evaluating the actions, the researcher focused on the activities that were successful or that failed. When the researcher found the problem occurring in the class, she consulted it to the teacher to improve the results. For example, one improvement was adding letter cues in every branch of the mind mapping diagram to help the students write the English words in the correct spelling. Another change was exchanging the role-playing with the speaking activity by focusing on the students' readiness in conveying the expression when the English teacher pointed at them at random.

CHAPTER IV

RESEARCH FINDINGS

This study is action research in a natural setting. The purpose of the study is to suggest ways that can help the 4A students of SD Muhammadiyah Ngijon 1 improve their vocabulary mastery. One of the ways is using the mind mapping technique. This chapter presents findings in two main sections of reconnaissance and research findings. In the reconnaissance, the researcher reviews the identification of the field problems and the possible solutions to solve the problems. In the research findings, the researcher presents the report of the actions done, the effectiveness of mind mapping to improve students' vocabulary mastery, the significance of mind mapping for the English teacher, and the significance of mind mapping for the students.

The reports of the process of the study are presented in relation to the implementation of mind mapping in vocabulary learning and the use of vocabulary items in the class activities. The results of the implementation of mind mapping in vocabulary learning is discussed in relation to the effectiveness of mind mapping to improve the students' vocabulary mastery. And last, the advantages of mind mapping for the English teacher and the students in the vocabulary learning are discussed.

A. Reconnaissance

At the beginning of this study, the researcher had a discussion with the English teacher about the English teaching learning processes in the 4A class, conducted the interviews with the 4A elementary students, and did observation of the English teaching learning processes. The results are presented as below.

1. Identification of the Field Problems

Based on the discussion and observation during the study, the researcher identified 17 problems related to the English teaching learning processes in the 4A class. The problems are shown in Table 3 below.

Table 3. The Field Problems Concerning the Teaching Learning Process of English in the 4A Class of SD Muhammadiyah Ngijon 1

No	Problems	Code
1.	The students' discipline in English teaching learning process was low.	S
2.	The students had low motivation in learning English.	S
3.	The students' vocabulary mastery was low.	S
4.	The students were considered as noise makers.	S
5.	The students' vocabulary memorization was low.	S
6.	Many students could not pronounce the English words correctly.	S
7.	Many students could not spell the words in the correct way.	S
8.	The students felt difficult in remembering English vocabulary.	S
9.	The students easily got bored during English class activities.	S
10.	Teaching techniques used by the English teacher to present materials were not interesting.	TT
12.	The students often did not give any responses to the teacher's questions in English.	S
13.	There were not many media in the English teaching learning process.	LM
14.	The English teacher did not give greetings to the students in the beginning of English class.	T
15.	The students had low attention to the teacher's explanation.	TM
16.	The vocabulary learning activities were not developed interestingly.	TT
17.	The time was not enough to do the exercises.	TM

NB:

S: Student LM : Learning Media TM: Time management T:Teacher TT: Teaching Technique

From the table above, it can be seen that the problems occurring in the teaching learning process of English are related to the teacher, the students, the teaching technique, the teaching media, and time management. Since the researcher focused only on the students' vocabulary mastery, she selected the problems that were related to the problems occurring in vocabulary learning.

Table 4. The Problems Related to the Learning of Vocabulary

No	Problems	Code
1.	The teacher did not use interesting teaching techniques to present vocabulary items.	TT
2.	The teacher did not use interesting medias to present vocabulary items.	LM
3.	The students' had limited vocabulary mastery.	S
4.	The students felt difficult in memorizing English vocabulary.	S
5.	The students had low motivation in learning English.	S
6.	The students did not finish in doing the exercises.	TM
7.	The students often did not give any responses to the teacher's questions in English.	S
8.	The students easily got bored during the English class activities.	S
9.	The vocabulary activities were not developed interestingly	TT

NB:

S : Student LM : Learning Media
 TM: Time management TT : Teaching Technique

2. Determining the Actions to Solve the Field Problems

After having discussions with the English teacher, the researcher determined some actions expected to offer some solution to the problems. In conducting the actions, the researcher used three stages of the teaching learning process. They were presentation, practice, and production.

There were four main actions in vocabulary learning that were related to the use of mind mapping. First, the teacher presented vocabulary items by using

mind mapping diagrams. Second, the teacher helped the students pronounce the words in the mind mapping diagram. Third, the teacher asked the students to memorize the vocabulary items in the mind mapping diagrams. Fourth, the teacher asked the students to complete the mind mapping diagrams with the correct words. Besides the above four actions, the researcher also planned two additional actions. They were developing interesting class activities to explore the use of vocabulary that had just been learned and using interesting learning media to attract the students' attentions such as pictures.

Table 5. The Actions Applied in the Study

No	Actions
1.	Using mind mapping to present new vocabulary.
2.	Using mind mapping to help the students to memorize vocabulary.
3.	Asking the students to complete the mind mapping diagram with the correct words.
4.	Asking the students to pronounce the English words in the mind mapping diagram.
5.	Giving more time duration to do the class activities.
6.	Developing interesting vocabulary activities.

3. The Relationship between the Field Problems and the Actions

After the actions had been designed, the researcher related the field problems to the actions designed. The following table shows which field problems were related to the actions that had been designed.

Table 6. **The Relationship between Field Problems and the Actions**

Action	Problems
1. Using mind mapping to present vocabulary items	<ul style="list-style-type: none"> Teacher did not use interesting teaching technique to present materials. There were not many media to present materials.
2. Using mind mapping to help students memorize vocabulary items	<ul style="list-style-type: none"> The students had limited vocabulary mastery. The students felt difficult in memorizing English vocabulary. The students had low motivation to learn English vocabulary The students often did not give any responses to the teacher's question in English.
3. Asking the students to complete mind mapping diagrams with the correct words	<ul style="list-style-type: none"> The students found difficulty in spelling the English words
4. Asking the students to pronounce the English words in the mind mapping diagrams	<ul style="list-style-type: none"> Many students could not pronounce the English words correctly
5. Developing interesting class activities	<ul style="list-style-type: none"> The students easily got bored during English class activities. The vocabulary items were not explored in interesting class activities.
6. Applying time duration in class activities	<ul style="list-style-type: none"> The students did not finish doing the exercise.

From the table above, it can be seen that the first action is using mind mapping to present new vocabulary. This action has the aim to help the teacher to present new vocabulary to the students and build the students' understanding of the words and their meaning. Since the students love things that are interesting such as pictures in colors, mind mapping becomes an appropriate teaching

technique to be used in presenting vocabulary items. This is because mind mapping applies the use of pictures, colors, word categorization, key words, and association in its work.

The second action is using mind mapping for helping the students to memorize new words. This action has the aim to solve the problems concerning the students' vocabulary limitation and students' low abilities in memorizing words. Here, mind mapping with its principles such as using pictures, colors, words categorization, key words, branches, etc. can help the students memorize and recall the words easily.

The third action is completing mind mapping diagrams with correct words. This action is done to help the students write the English words in the correct spelling. In this part, adding the letter cues in every branch of mind mapping can stimulate the students to recognize the word and arrange the letters in the correct way.

The fourth action is asking the students to pronounce the words in the mind mapping diagram. This action has the aim to help the teacher check the students' pronunciation and to teach how to pronounce the words in the correct way. The action is conducted when the teacher finishes writing all the words presented in the mind mapping diagram. Here, pronouncing the words is done by the students together and loudly.

The fifth action is applying time duration in doing the class activities. This action has the aim to solve the problem related to the lack of time to finish the class activities. In this action, determining the time limit in every class activity is

needed. It has the aim to ensure that the students finish their works on time and do not waste time to do useless things such as chatting with their friends or doing their own activities.

The sixth action is developing interesting class activities. This action has the aim to solve the problems related to the lack of the teacher's ideas in developing or creating interesting class activities. Here, the teacher needs to explore the students' vocabulary knowledge in the language skills of listening, speaking, reading, and writing. The use of media such as pictures can make the class activities become interesting. The class activities also need to be made in simple ways in order that the students are not bored in participating in the class activities.

B. Research Findings

In this subchapter section, the researcher presents the findings of the five aspects of the study. The aspects are the implementation of mind mapping in the vocabulary learning, the exploration of the vocabulary learned in the class activities, the effectiveness of the use of mind mapping to improve students' vocabulary mastery, the significance of mind mapping for the English teacher, and the significance of mind mapping for the students.

1. The Implementation of Mind Mapping in Vocabulary Learning

In this study, the use of mind mapping can be seen in some activities related to vocabulary learning. Here, the English teacher uses mind mapping as the technique in presenting new vocabulary and uses it as the tool to measure the students' abilities in memorization the vocabulary items.

a. Presenting English vocabulary by using mind mapping diagrams

There are four steps done by the English teacher when he presents the vocabulary items by using mind mapping diagrams. The first is introducing the material topics to the students. The second is presenting the vocabulary items in the main branches. The third is presenting the vocabulary items in the second branches. The last is asking the students to pronounce the vocabulary items in the mind mapping diagram. To know the findings of the ways of presenting vocabulary items by using mind mapping, below, the researcher shows the picture of the mind mapping diagram with the topic 'part of the body' as the model.

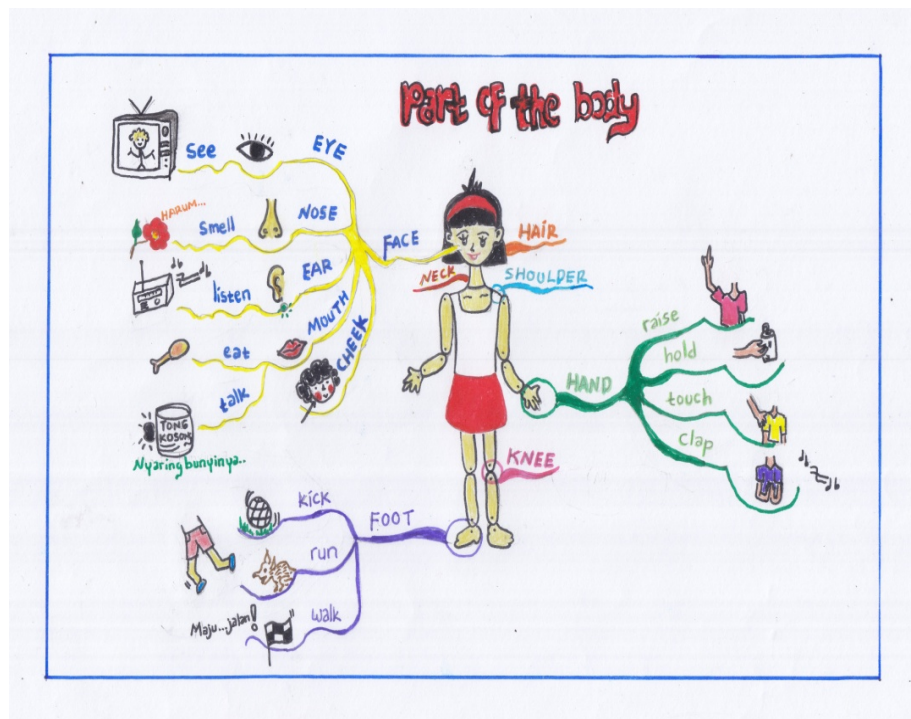


Figure VII: Mind mapping diagram 'Part of the body'

1) Presenting material topics

The finding shows that the use of the central image in the mind mapping diagram helps the English teacher tell the material topic to the students easily.

This finding can be seen in the following quotation of the field notes.

ET menunjuk gambar seorang gadis kecil dan berkata “*Look at the picture*. Kira-kira topik yang akan kita pelajari hari ini tentang apa?” Tanya ET sambil menunggu reaksi dari Ss. “Tentang bagian- bagian tubuh Mr...”Jawab beberapa Ss. “Tentang body...”Jawa seorang Ss laki- laki dengan suara lantang. “*Right*.” Jawab ET “Topik yang kita pelajari hari ini adalah *part of the body*.

(Appendix B/ field note 4)

From the quotation, it can be seen that the central image of the mind mapping diagram is made in the illustration form. By the help of the central image, the students can build their sense about the material that will be learned easily. In addition, asking the students to guess the words by seeing the central image can stimulate the students’ senses to the illustration form.

2) Presenting vocabulary in main branches

The finding shows that the main ideas of the materials are presented in the main branches of the mind mapping diagram. Here, the words are represented by the key pictures. It can be seen in the evidence below.

Setelah memberitahu topik materi, ET memberitahu kosakata tentang nama- nama anggota tubuh yang ada pada cabang pertama. “*What is this?*” Tanya ET sambil menunjuk gambar *face*. Ss ragu- ragu dalam menjawab. Salah seorang Ss menjawab dalam bahasa Indonesia “wajah...”. “*In English please...*”seru ET. ET kemudian menuliskan huruf ‘f’ pada sebuah cabang utama. “*face...*” kata seorang Ss perempuan.”*Right. It is face*” kata ET sambil menekankan penggunaan kata *it is*. T menuliskan kata *face* dalam ukuran besar. “*What is this?*” Tanya ET sambil menunjuk gambar leher. Semua Ss diam. ET menuliskan huruf ‘n’. “Hayo apa ini?”. Ss tetap diam. Akhirnya ET menuliskan kata *neck* pada cabang yang tersedia. “Coba kalian baca” perintah ET. “*/nek/...*”jawab Ss bersama- sama. “Good...”kata ET.

(Appendix B/ field note 4)

From the quotation of the field note above, it can be concluded that the use of key pictures in every branch of the mind mapping diagram helps the teacher present the words and their meanings to the students. In addition, branches in the mind mapping diagram are used as places where the words can be presented in clear shapes. This is because each of the branches is used to present one vocabulary item. Here, the teacher needs to write the words in big sizes in order that the students can see or read the words and their spelling easily.

3) Presenting vocabulary in second branches

The finding shows that the word association needs to be applied to present the vocabulary items in second branches of the mind mapping diagram. The words in second branches have relationship with the words in main or first branches. This finding can be seen in the following quotation of the field notes.

ET kemudian beralih pada kosakata yang ada pada cabang kedua. Dengan bantuan kosakata yang ada pada cabang pertama dan adanya *key pictures* yang ada di setiap cabang, ET memberitahu kosakata tentang macam- macam kata kerja yang menerangkan fungsi dari anggota tubuh. “*Look at the picture?*” perintah ET sambil menunjuk gambar mata. “*What is the function of eyes?*” Tanya ET sambil menunjuk gambar pemandangan “untuk melihat...”celetuk seorang Ss. “*In English please...*” koreksi ET. “*to see...*”jawab dua orang Ss dengan nada pelan. “*Right. The function of eyes is to see.*” Kata ET sambil menuliskan kata *see* di dekat gambar pemandangan.

(Appendix B/ field note 4)

Based on the quotation above, it can be seen that the words presented in the mind mapping are divided by their categorization or functions. The presentation of words is sequenced from the general to the specific forms.

If the vocabulary items are divided in three categorization or classes, the use of the third branches of the mind mapping diagram is needed. This finding can

be seen in the mind mapping diagram presenting the material topic of 'part of the house' below.

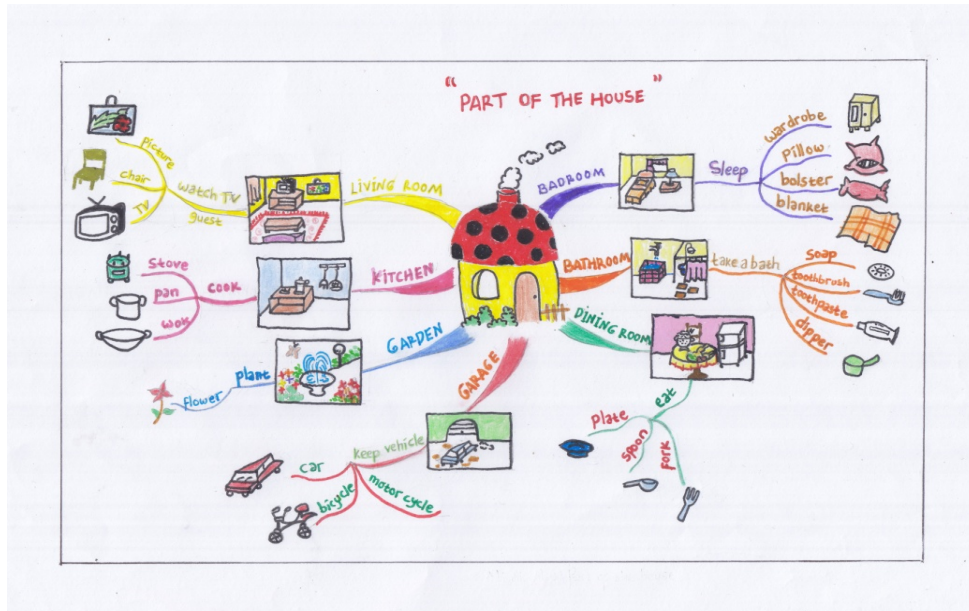


Figure VIII: Diagram mind mapping 3: 'Part of the house'

Dengan menggunakan diagram mind mapping yang sama, ET memberitahu kosakata tentang fungsi dari ruangan- ruangan yang ada pada cabang kedua. Pada cabang ketiga, ET mengenalkan macam- macam perkakas rumah. ET memberitahu macam- macam perkakas pada para Ss dengan menggunakan gambar yang ada pada cabang ketiga dan menghubungkannya dengan macam- macam ruangan yang di bahas pada cabang kedua. Dalam hal ini ET menerapkan prinsip asosiasi untuk mengajar kosakata.

(Appendix B/ field note 6)

From the quotation of the field note above, it can be seen that the third branches in the mind mapping diagram above presents the words that have relationship with the words in first and second branches. For example, the kind of tools presented in the mind mapping diagram of 'part of the house' above have the relationship with kinds of the rooms presented in the first branches and kinds of

the activities in the second branches. All those words are related to the topic of 'part of the house'. They are the names of the rooms, the activities done in the rooms, and the tools found in the rooms.

4) Pronouncing the words

The finding shows that asking the students to pronounce all the words is important to help the English teacher check the students' pronunciation. This action can be shown in the field note below.

Setelah semua kata selesai di presentasikan, ET menyuruh Ss untuk membaca semua kata yang ada pada diagram mind mapping. Kata yang di tunjuk ET harus di baca nyaring oleh Ss sehingga ET dapat mengecek pronunciation Ss. Ketika ET menunjuk kata *listen*, sebagian besar siswa membacanya dengan pronounce */listen/*. Lalu ET mengoreksi pengucapan Ss dengan mengatakan */lisen/* dan menyuruh Ss untuk menirukannya.

(Appendix B/ field note 4)

From the quotation above, it can be seen that checking the the students' pronunciation is needed in order that the teacher can correct the students' pronunciation when they make mistakes in pronouncing the words. This activity can be done after the teacher presents all the vocabulary items in the mind mapping.

Based on the four steps above, it can be stated that the teacher's way in presenting vocabulary items is interesting and it can attract the students' attention to follow the English teacher's explanation. This finding can be seen in the interview transcript below.

R: "Adik tertarik tidak dengan cara Mr. Ping mengenalkan macam- macam 'part of the body' tadi?" (*Were you interested to Mr. Ping's technique in presenting the kinds of part of the body?*)

S: "Iya" (*Yes, I was.*)

R: "Itu membuat adik semangat untuk belajar vocabulary?" (*Could it make you enthusiast to learnt vocabulary items?*)

S: "Iya miss..." (*Yes miss...*)

R: "Apa yang membuat adik tertarik dengan cara Mr. Ping menerangkan kosakata tadi?" (*What made you interested to Mr. Ping's technique in explaining vocabulary?*)

S: "Karena menggunakan mind mapping." (*Because he used mind mapping.*)

R: "Apakah mind mapping dapat membantu adik dalam belajar kosakata berbahasa Inggris?" (*Could mind mapping help you to learn English vocabulary?*)

S: "Iya. Membuat kata-katanya jadi jelas dan mudah dipahami dan mudah dihafal." (*Yes. It made the words clear and easy to be understood and easy to be memorized.*)

R: "Apa yang membuat kosakatanya jadi mudah dipahami dan di hafal?" (*What made the vocabulary items easy to be understood and memorized?*)

S: "Karena ada gambarnya dan berwarna." (*Because there were pictures in colors.*)

(Appendix C/ interview transcript 8)

From the students' responses in the interview transcript above, it can be stated that the students are interested in the teacher's way in presenting the English words. It is because the teacher uses mind mapping to present the vocabulary items. Here, mind mapping is interesting for the students because it uses the aspects of pictures and colors in its work.

b. Memorizing words by using mind mapping

Giving a time to the students to memorize all the vocabulary items learned is important. It can help the students feel ready to use the words that have been learned in the class activities. This finding can be seen in the quotation of the interview transcript below.

R: "Pak, memberikan waktu pada siswa untuk menghafal kosakata yang telah dipelajari sebelum mengerjakan class activities itu perlu tidak pak?" (*Sir, giving time to the students to memorize the words that have been learned before doing the class activities is needed, isn't it?*)

T: "Saya rasa perlu. Itu membuat siswa merasa lebih siap dan percaya diri dalam mengerjakan latihan atau tugas-tugas yang diberikan pada mereka." (*Yes, I*

think too. It makes the students ready and confident to do the exercise given to them.)

(Appendix C/ interview transcript 5)

From the interview transcript above, it can be seen that by giving the students a time to memorize the words, the students can feel more confident to do the tasks. Meanwhile, in its application, it is difficult for the students to memorize all the words presented in mind mapping in a short time. Its evidence can be seen in the quotation of the field note below.

ET menyuruh Ss untuk menghafal kosakata yang ada pada diagram mind mapping yang ada di papan tulis. “Ok class, sekarang kalian hafal semua kata yang ada pada diagram mind mapping ini.” Kata ET sambil menunjuk diagram mind mapping. “Mr beri waktu lima menit untuk menghafalnya.” Kata ET lagi. “Ya...Mr, kok waktunya dikit?” beberapa Ss protes.

(Appendix B/ field note 4)

From the quotation of field note above, it can be seen that at the first time, the students are not ready to memorize all the words in the mind mapping diagram in a short time. In this case, the time duration given is five minutes. The finding can be strengthened by the students’ responses in the the quotation of the interview transcript below.

R: “Tadi waktu di suruh menghafal kosakata yang ada pada mind mapping, adik mengalami kesulitan tidak?” (*When you were asked to memorize the words presented in mind maping, did you find the problem?*)

S: “Iya. Kata- kata yang di hafalinnnya banyak sedangkan waktu yang di kasih cuma sebentar.” (*Yes. The words needed to be memorized were too much while the time given was too short.*)

R: “Sebenarnya bisa loh dik, menghafal banyak kata dalam waktu singkat. Tadi bagaimana cara adik menghafal kosakatanya?” (*Actually, you could memorize the words in short time. How did you memorize the words?*)

S: “Semua katanya di baca terus dihafalin.” (*All the words were read and then were memorized.*)

R: “Ngak memakai strategi dalam menghafalnya? Misalnya agar hafal kata-katanya, adik mengingat gambar yang bisa nerangin katanya, trus ingat letak

katanya gitu?” (*Did you not use the strategy to memorize? For example, in order to remember the words, you remember the picture explaining the words and then you remember the word’s place, did not you?*)

S: “Enggak miss, tadi sama Mr. Ping cuma di suruh baca kata- katanya terus dihafalin.” (*I did not miss, Mr. Ping only asked us to read the words then they were memorized.*)

(Appendix C/ interview transcript 8)

From the quotation above, it can be stated that the students cannot memorize the words presented in the mind mapping diagram in a short time. This is because they do not engage the use of the mind mapping aspects such as the pictures, key words, association, etc. when they memorize the words. In this case, the use of the work of mind mapping principles is needed to help the students memorize the words in a short time. The instruction to use the mind mapping aspects in memorizing the words can be seen in the quotation of the field note below.

“ Baik, Mr beritahu bagaimana caranya agar kalian bisa menghafal kosakata dengan mudah. Saat kalian menghafal kosakata yang ada pada diagram mind mapping, yang kalian harus lakukan adalah melihat hubungan antar kata dengan gambar yang menerangkannya.” Kata ET sambil menunjuk gambar pada salah satu cabang. “Misalnya ‘blonde’.” Kata ET sambil menunjuk kata ‘blonde’. Kita perhatikan gambar yang menerangkan kata tersebut. O..ternyata blonde itu artinya pirang karena ada gambar rambut berwarna pirang di sebelahnya. Setelah itu perhatikan juga jenis katanya, ‘blonde’ itu menunjuk pada kata sifat yang bisa menerangkan ‘hair’. Jadi kalau kalian ingat ‘blonde’ kalian akan ingat dengan warna rambut orang bule. Kalian mengerti...” tanya ET “Mengerti...” jawab semua Ss.”

(Appendix B/ field note 5)

From the quotation above, it can be stated that by seeing the relationship between the words and the pictures representing them, the students can memorize the words easily and can do it in a short time. This finding can be strengthened by the student’s responses in the quotation of the interview transcript below.

R: "...Rahmi, tadi waktu di suruh menghafal kosakata, masih merasa kesulitan tidak?" (...*Rahmi, when you were asked to memorize vocabulary items, did you still find the difficulty or not?*)

S: "Tidak miss." (*Not at all miss.*)

R: "Jadi Rahmi bisa ya menghafal kosakata tentang macam- macam kata sifat tadi?" (*So, Rahmi could memorize vocabulary of the kind of the adjectives, cannot you?*)

S: "Bisa." (*Yes, I could.*)

R: "Waktu untuk menghafal kosakata tadi cukup tidak?" (*Time duration given to memorize the words was enough or not?*)

S: "Cukup." (*It was enough.*)

R: "Bagaimana cara Rahmi agar bisa mengingat kosakata yang ada pada diagram mind mapping tadi?" (*How can Rahmi remember the vocabulary items presented in mind mapping diagram?*)

S: "Dengan mengingat gambar dan letak kata." (*By remembering the picture and the word's place.*)

(Appendix C/ interview transcript 9)

From the above quotation, it can be concluded that after applying the work of mind mapping in memorizing the words presented, the short time is not a problem any longer in memorizing many words. Here, by remembering the key pictures in every branch and the word positions, the words presented in the mind mapping can be memorized easily in a short time.

c. Filling out mind mapping diagrams with correct words

In the study, the activity done to help the students write the words in the correct spelling is filling out the mind mapping diagram with correct words. The finding can be seen in the quotations of field notes below.

Setelah lima menit kemudian, ET menyuruh Ss berhenti menghafal kosakata dan melepas diagram mind mapping dari papan tulis. Di bantu oleh R, ET membagikan kertas berisi kerangka mind mapping pada semua Ss. "Ok class, sekarang kalian lengkapi cabang- cabang yang masih kosong dengan kosakata yang tepat sesuai dengan gambar yang menerangkannya. Mr beri waktu 8 menit untuk mengisi cabang- cabang yang masih kosong dan ingat, saat mengerjakan kalian tidak boleh buka buku, kamus, atau menyontek teman. "Kata ET.

(Appendix B/ field note 4)

From the quotation of the field note above, it can be seen that filling out the mind mapping diagram is the activity of completing the diagram with the correct words. Here, the students can write the words in the available branches of the diagram based on the pictures representing the words. In the activity, the difficulty faced by the students is that the students cannot write the words in the correct spelling. The evidence can be seen in the first meeting. For the detailed information, the researcher shows the evidence in the quotation of the field note below.

Beberapa Ss terlihat menggaruk-ngaruk kepala dan ada Ss yang mengigit ujung pensil. Selama aktifitas berlangsung, tidak terlihat Ss yang bercanda dengan temannya atau membuat gaduh kelas. Banyak Ss yang bertanya pada ET apakah kata yang mereka tulis, ejaannya sudah benar atau belum. Setelah melihat hasil pekerjaan Ss, ET menyuruh Ss untuk lebih teliti dalam menuliskan ejaan kata. Setelah 8 menit kemudian, ET menyuruh Ss untuk berhenti menulis dan menukarkan hasil pekerjaan mereka pada teman di sebelahnya. Untuk mengoreksi hasil pekerjaan Ss, ET menunjuk beberapa Ss secara acak untuk maju ke depan menuliskan nama anggota badan dan fungsi dari anggota badan tersebut. Dari 15 orang Ss yang maju, 5 orang masih salah dalam hal penulisan kata. Contoh: *Shoulder* ditulis *sholder*, *knees* ditulis *kness*, *neck* ditulis *nice*. Setelah pekerjaan Ss dicocokkan, diketahui sebagian besar Ss rata-rata mereka mendapat nilai 7. Tiga orang Ss mendapat nilai terendah, yaitu lima. lima Ss mendapat nilai 6 dan nilai tertinggi, 10, di dapat oleh empat orang Ss.

(Appendix B/ field note 4)

From the quotation of the field note above, it can be seen that many students make mistakes in writing the words. They write the words in an incorrect spelling. The main factor for the students' incorrect spelling is because the writing system of English words is different from its pronunciation. The finding can be seen in the following chunk of the interview transcript.

R: "Apa yang membuat adik kesulitan mengeja katanya?" (*What made you difficult in spelling the word?*)

S: “Penulisan kata sama pengucapannya beda miss.” (*The writing system was different from the pronunciation miss.*)

(Appendix C/ interview transcript 8)

To solve the problem faced by the students in writing the English words, adding the letter cues in every branch of the mind mapping diagram is needed.

This finding can be seen in the interview transcript below.

R: “Pak, tadi masih banyak siswa yang mengalami kesulitan dalam menuliskan ejaan kata dengan benar. Menurut bapak bagaimana?” (*Mr, many students felt difficult in writing the word spelling.*)

T: “saya rasa juga begitu mbak. Siswa masih banyak yang terbolak- balik dalam menuliskan ejaan katanya. (*So I think. Many students could not arrange the letters into the right spelling.*)

R: “Kalau begitu, mungkin untuk aktifitas melengkapi mind mapping pada pertemuan berikutnya, penambahan huruf bantu pada setiap cabang mind mapping saya rasa perlu.” (*It means, probably for completing mind mapping activity in the next section, adding letters in each mind mapping branch is needed.*)

T: “Bisa mbak. Itu dapat membantu siswa dalam menulis kosakata berbahasa Inggris dengan benar.” (*It can be done, mbak. It can help the students to write the English vocabulary items correctly.*)

(Appendix C/ interview transcript 4)

Based on the teacher’s responses in the transcript above, it can be stated that adding letter cues in every branch of mind mapping helps the students write the words in the correct spelling. It can be seen in the following field note.

Setelah lima menit kemudian, ET melepas diagram mind mapping dari papan tulis. ET and R membagikan diagram mind mapping yang belum lengkap pada Ss. Kali ini Ss terlihat lebih siap dalam mengerjakan tugas daripada saat pertemuan pertama. Mereka tampak sibuk mengamati diagram mind mapping dan mengisi cabang mind mapping yang masih kosong. Kali ini mereka terbantu dengan adanya huruf bantu yang diberikan pada setiap cabang mind mapping.

(Appendix B/ field note 5)

From the quotation of the field note above, it can be stated that adding two letter cues in each branches of mind mapping can help the students write the

words with the correct spelling. Below the researcher shows the result of the students' works in completing the mind mapping diagram in the second meeting.

Setelah 8 menit, ET menyuruh Ss untuk menukarkan hasil pekerjaan mereka pada teman mereka. ET menunjuk siswa secara acak untuk menuliskan jawaban di papan tulis. Setelah mencocokkan jawaban, ET bertanya mengenai nilai yang di dapat oleh Ss dan hasilnya adalah dari 32 Ss, 12 mendapat nilai 8, sembilan Ss mendapat 7, empat Ss mendapat nilai 9, tiga Ss mendapat nilai sepuluh, dua Ss mendapat nilai 6, dan 2 Ss mendapat nilai 5.

(Appendix B/ field note 5)

From the above quotation, it can be seen that the students' average scores in completing mind mapping diagram increase in the second meeting. This means that the students' abilities in writing the word spelling improve because of the help of the letter cues.

2. Exploring the Vocabulary Items in the Class Activities

The activity done after the English teacher presents English vocabulary is encouraging the students to use their vocabulary knowledge to do the language skills of listening, speaking, reading, and writing. By exploring the use of vocabulary words in the class activities, the teacher can measure the students' abilities in mastering English vocabulary. In doing the class activities, the teacher needs to apply the time duration to control the students in order that they can finish their works on time. Those findings can be seen in details below.

a. Listening activity to explore the use of vocabulary items learned

Responding to the teachers' instructions is the form of the listening activity. Here, the students respond to the English teacher's instructions by doing or practicing the teacher's instructions. This activity is done in the first meeting. This finding can be seen in the quotation below.

ET kemudian mengajarkan materi mengenai 'giving instruction and the respond' dengan menggunakan kata kerja yang baru saja dipelajari. "Sekarang Mr akan memberikan perintah kepada kalian dan tolong kalian peragakan apa yang akan saya katakan, Ok...?" Kata ET. "Ok..." jawab Ss secara serempak. "Nanti ketika Mr menyuruh kalian untuk melakukan sesuatu, kalian menjawab 'Ok' atau 'Sure', Ok...?" kata ET. "Ok..." Jawab Ss. Sebagian Ss tertawa dengan kata Ok yang diucapkan berulang-ulang oleh ET. "Ok class...touch your nose." Perintah ET sambil memberi contoh gerakan memegang hidung. "Ok..." Seru Ss sambil mengikuti gerakan ET. Kemudian ET menuliskan di papan tulis cara penulisan instruksi yang benar. ET memberi penekanan pada kata '*please*' dengan menggunakan kapur berwarna pink. ET kemudian memberi perintah lagi pada Ss. "Stamp your right foot." Enam orang Ss tampak bingung. Mereka kemudian memperhatikan gerakan dari Ss lainnya dan mengikuti gerakan mereka dengan menghentakkan kaki sebelah kanan. Saat mereka di suruh untuk bertepuk tangan dan memegang lutut, Ss dapat memperagakannya dengan benar.

(Appendix B/ field note 4)

From the quotation above, it can be stated that the students' abilities in mastering vocabulary can be seen from their responses to the instructions given by the teacher. Here, the students are expected to understand what the teacher says in order to do the instructions in the correct way. In this case, the students' knowledge about the vocabulary items of 'part of the body' and 'kinds of verbs' is important. The vocabulary items explored by the teacher in this activity are such as 'nose, foot, hand, knee, touch, stamp, and clap'. For the example, the teacher asks the students to touch their noses, stamp their right feet, clap their hands, and touch their knees.

The students' abilities in mastering vocabulary items cannot be separated from their abilities in memorizing the words. This fact can be seen from the student's responses in the interview transcript below.

R: "Tadi waktu Mr. Ping memberikan perintah untuk melakukan gerakan, adik bisa melakukannya dengan benar?" (*When the teacher was giving instruction to do the movement, could you do it correctly?*)

S: "Iya." (*Yes, I could.*)

R: “Apa yang membuat adik bisa memahami dan melakukan perintah dari Mr. Ping yang di berikan dalam bahasa Inggris seperti tadi?” (*What makes you understand and do the instruction given by Mr. Pink in English?*)

S: “Karena tahu maksud kata- katanya.” (*Because I knew the meanings of words.*)

R: “Berarti adik bisa mengingat kosakata yang di ajarkan Mr. Ping tadi ya?” (*It meant you could remember the vocabulary items that were taught by Mr. Ping?*)

S: “Iya miss...” (*Yes miss....*)

(Appendix C/ interview transcript 8)

Based on the student’s responses to the interview above, it can be concluded that remembering the vocabulary items is an important thing. The student can understand and do the instruction because he understands and remembers the meaning of the words used by the teacher to make the instruction.

b. Speaking activities to explore the use of vocabulary items learned

In the speaking activities, the instructional tasks include doing role plays in front of the class and asking the students to express their ideas at random by using the correct pronunciation. For the detailed information, these findings can be shown below.

1) Doing role play

The role play is done in pairs in front of the class. In the role play activity, the students need to be divided into two groups, A and B. The Students in the group A have the task to give the instruction based on the picture cards, and the students in the group B have the task to do the instruction given. The students in pairs do the role play based on their order. In this activity, the students can practice the dialogue about the expressions of giving instructions and the responses with their friend in front of the class. This finding can be seen more detailed in the field note below.

Untuk aktifitas selanjutnya, ET membagi Ss menjadi dua kelompok, A dan B. Masing- masing kelompok berbaris dari depan ke belakang. Ss terdepan dari kelompok A memberikan instruksi pada Ss terdepan dari kelompok B berdasar gambar yang dia pegang. Ss dari kelompok B akan memperagakan instruksi yang diberikan Ss dari kelompok A sambil berkata 'Ok' or 'sure'. Ada delapan gambar aktivitas yang di gunakan dalam role play ini. Gambar- gambar tersebut menggambarkan aktifitas bertepuk tangan, memegang hidung, memegang lutut, menendang bola, memegang bahu, menghentakkan kaki, dan mengangkat tangan, memegang buku. Dari 16 pasang Ss yang melakukan role play, 12 pasang dapat melakukan tugas dengan baik. 4 Ss dari kelompok A tidak dapat memberikan instruksi dengan baik dan ET membantu mereka dalam memberikan instruksi. 2 Ss dari kelompok B tidak dapat melakukan instruksi yang diberikan oleh Ss dari kelompok A dengan tepat. Banyak Ss yang sudah mendapat giliran maju untuk melakukan role play membuat kelas gaduh dengan berkejar- kejaran dengan teman mereka di dalam kelas dan itu mengganggu konsentrasi Ss yang sedang melakukan role play.

(Appendix B/ field note 4)

From the quotation above, it can be stated that the students' abilities in mastering vocabulary can be seen from their abilities in giving and doing instructions in the right way. The vocabulary items that are explored in this activity include the part of the body and face such as 'nose, foot, hand, knee, shoulder', and kind of the activities done by the body such as 'touch, stamp, kick, raise, and hold'. Based on the evidence seen when the role play activity is conducted in the class, some evidences can be seen. First, the use of picture cards in this activity is important because the picture cards help the student convey the ideas correctly. Second, the role play activity is successful in helping the students feel confident to do the simple dialogue in front of the class. Here the students can try to explore their vocabulary knowledge to convey the ideas in the spoken form. However, the role play activity is not effective to be done in the big class because the teacher finds difficulties in controlling the students who have got a turn in the role play. Here, the students tend to make noises and bother their friends who do

the role play. This finding is supported by the teacher's responses to the interview as quoted below.

R: "Menurut bapak bagaimana dengan aktifitas role play tadi? Bisa membantu siswa agar berani berbicara dalam bahasa Inggris tidak?" (*What do you think about the role play activity. Can it help the students to speak English bravely or not?*)

T: "Ya, bisa membantu siswa lebih berani berbicara di depan kelas dengan menggunakan bahasa Inggris. Tapi untuk diterapkan dalam kelas dengan jumlah siswa yang banyak, saya rasa waktunya tidak cukup dan saya sendiri kesulitan dalam mengontrol siswa agar tetap tenang. Seperti tadi dapat mbak lihat, siswa yang sudah mendapat giliran berdialog malah ramai sendiri dan membuat kelas gaduh." (*Yes. It helps the students be braver to speak English in front of the class. However, to apply it in the class with the big number of the students, I think the time allocation is not enough and I also feel difficult to control the students to keep quite....*)

(Appendix C/ interview transcript 4)

From the quotation above, it can be stated that the role play activity needs much time in its application. Because of that, the role play activity is not appropriate to do in a big class.

2) Conveying kinds of the expressions at prompt

The activity of telling expressions is the same with the role play activity. This activity is conveying expressions in the spoken form. The aspect difference is that the role play is done in pairs with their friend whereas telling expression is done individually to respond to the teacher's request. This finding can be seen in details in the quotation of the field note below.

Setelah ET menerangkan ekspresi meminta izin dan responnya, ET mengecek pemahaman siswa terhadap materi yang di ajarkan. ET berjalan di depan meja Ss dan berhenti di depan seorang Ss perempuan sambil menunjukkan gambar topi berwarna merah. ET menyuruh Ss itu untuk meminta izin meminjam barang dengan ekspresi yang baru saja ET ajarkan. Ss itu kemudian meminta izin pada ET "May I borrow your red hat, please?" kata Ss yang di tunjuk dengan lancar. "Sure, here you are." Jawab ET. ET kembali mengelilingi meja Ss dan membuat

sebagian besar Ss waspada. Mereka memperhatikan ET dan tidak ada yang berani melakukan aktifitas lain. ET berhenti di depan meja seorang Ss laki-laki. ET menunjuk gambar kaos berwarna ungu. Ss tersebut dengan ragu-ragu meminta izin pada ET “May I borrow...your...purple...”kata Irhas sambil melihat ke arah ET untuk meminta bantuan. Dari arah belakang, seorang Ss perempuan memberitahu “*T shirt*”. Kemudian Irhas mengulang ucapannya “May I borrow your purple T shirt?” katanya dengan lebih keras. “Sure, here you are...”jawab ET. Ketika ET memperlihatkan gambar gaun berwarna biru, celana panjang hitam, dan sepatu berwarna kuning, Ss yang di tunjuk oleh ET untuk mempraktekkan ekspresi ‘*giving permission*’ dapat menyebutkan barang-barang tersebut dalam bahasa Inggris dengan benar.

(Appendix B/ field note 9)

In this quotation, it can be seen that in conducting the action, conveying the expression of borrowing things and the responses, the teacher applies the random system. It means that the English teacher appoints the students randomly to convey the expression. It is done to make the students keep their attention to the activities given.

c. Reading activities to explore the use of vocabulary items learned

The class activities included in the reading skill is drawing pictures based on the simple text and matching the pictures with the correct sentences. Findings can be seen below.

1) Drawing pictures

The finding shows that one of the reading activities in this study is drawing pictures based on the information in the simple text. This finding can be seen in the quotation of the field note below.

Setelah itu ET memberikan tugas kedua. Tugas itu dikerjakan secara individu. Ada dua soal yang diberikan yaitu soal A dan B. Untuk soal A, Ss disuruh untuk menggambar wajah seseorang berdasarkan informasi yang ada pada teks sederhana...

(Appendix B/ field note 5)

From the quotation above, it can be stated that memorization of the vocabulary items such as part of the face (face, eyes, nose, hair, lips, etc.) and 'kind of the adjectives (oval, round, big. Small, thin, thick, etc.) is important to help the students understand the information given in the text. Here, by knowing the meanings of the words, the students can draw the picture based on information in the simple text.

Based on the finding, it can be seen that most of the students can master the vocabulary items related to the part of the body and kind of the adjective to describe the people's physics well. It can be proved by the number of pictures drawn by the students in the correct way. Only three students make mistakes in drawing the picture. The students' mistakes are related to their ways in interpreting the word 'pointed'. This finding can be seen in the field note below.

"Tolong tunjuk jari yang menggambar wajah dengan benar!" Perintah ET. Terlihat 29 Ss mengangkat tangannya. "siapa yang masih salah mengerjakannya?" tanya ET dan tiga orang siswa terlihat angkat tangan. "Zulfan, kamu salahnya di mana?" Tanya ET pada salah seorang Ss. "Salah menggambar hidungnya Mr." jawab Zulfan. "kalau kamu?" Tanya ET pada seorang Ss perempuan. "Salah gambar hidungnya juga." Jawab Ss tadi malu- malu. "Nur..., jangan- jangan kamu salah menggambar hidungnya juga ya?" Tanya Mr Ping. "He...iya Mr.". "Kalian menggambar hidungnya bagaimana?" Tanya Ss. "Pesek." Jawab Zulfan.

(Appendix B/ field note 5)

From the students' responses to the field note above, it can be concluded that the mistake in interpreting the word meanings can cause the students to make

the mistake in conveying their ideas. For example, they draw the picture in incorrect shapes.

2) Matching sentences with the appropriate pictures

The other reading activity is matching sentences with the appropriate pictures. The activity is done by matching the sentences in the left side with the appropriate pictures in the right side. The evidence can be shown in the quotation of the field note below:

ET dengan di bantu R membagikan kertas berisi lima soal kepada masing- masing anak. “Ok class, sekarang perhatikan lima soal yang ada di tangan kalian. Tolong pasangkan aktifitas- aktifitas yang ada di sebelah kiri dengan gambar ruangan- ruangan yang ada di sebelah kanan yang menunjukkan di mana aktifitas itu seharusnya dilakukan. Mr akan memberi kalian waktu lima menit untuk mengerjakannya. Kalian mengerti?” Tanya ET. “Mengerti...” Jawab Ss berbarengan. “Soalnya gampang.” Kata seorang Ss cewek yang ada di bangku belakang. Ss terlihat santai saat mengerjakannya. Mereka tidak mengalami kesulitan. Setelah selesai, guru menyuruh Ss untuk mengoreksi pekerjaan mereka bersama- sama. ET mencocokkan jawaban secara lisan, Dari hasil pekerjaan siswa, hampir seluruh Ss mendapatkan nilai sepuluh dan hanya dua Ss mendapat nilai 8.

(Appendix B/ field note 7)

From the field note above, it can be concluded that the activity of matching the sentences with the appropriate pictures is included in the easy task level. It means that the students do not need much time to do it. In doing the activity, the students’ understanding of the meaning of the sentences is needed in order that the students can match the sentences with the appropriate pictures. The findings can be supported by the student’s responses to the interview as can be seen in the transcript below.

R: “Tadi waktu di suruh mencocokkan macam- macam aktifitas dengan gambar- gambar ruangan bisa tidak?” (*When you asked to match the kinds of activities with the pictures of rooms, could you do it?*)

S: "Bisa miss." (*Yes, I could, miss.*)

R: "Apa yang membuat adik bisa mengerjakan tugas yang di berikan oleh guru seperti tadi." (*What could make you do the task given by Mr. Pin?*)

S: "Asal ingat kosakatanya, aku bisa ngerjain tugas dengan mudah." (*If I remembered the vocabulary items, I could do it easily.*)

(Appendix C/ interview transcript 11)

According to the student's response, it can be stated that the students' memorization abilities give an important effect to the students' understanding of the written sentences. It means that if the students can memorize the words well, they can remember the words easily, and finally, it can help the students understand the meaning of the written sentences. In this case, the students can match kinds of the activities done in the house with the appropriate room pictures.

d. Writing activities to explore the use of vocabulary items learned

There are two writing activities in the study. They are presenting the vocabulary items in the mind mapping diagram and making simple sentences. The detailed information about the activities can be seen below.

1) Presenting vocabulary items in mind mapping diagrams

In this study, presenting the students' ideas in the mind mapping diagram is an interesting writing activity that engages the students' creativities. The finding can be seen in the quotation of the field note below.

"...hari ini kalian akan membuat mind mapping tentang ruangan- ruangan yang ada di rumah kalian."jawab ET. "Pake gambar Mr?"Tanya Ss lagi. "Iya, kalian juga perlu membuat gambar untuk menerangkan kosakata kalian nanti." Jawab ET. "Ngak bisa gambar Mr" beberapa Ss yang merajuk. "Gambar sebisa kalian saja, yang penting kalian paham apa yang kalian gambar nanti. Ok" Kata ET. "Oya, kalian nanti harus mencantumkan minimal lima ruangan ya." Lanjut ET. "Kalau lebih Mr?" Tanya seorang Ss. "Kalau lebih boleh tapi jumlahnya jangan kurang dari lima macam ruangan.

(Appendix B/ field note 6)

From the quotation above, it can be stated that pictures become attractive things that can attract the students' attentions. Because of that, in presenting the vocabulary items by using the mind mapping diagram, the teacher needs to represent the meaning of words by using key pictures. The pictures are drawn based on the students' imagination. It is why the mind mapping diagrams made by students are different from each other. In this activity, the vocabulary items needed to be explored are words of 'the parts of the house' and 'kinds of the tools'.

2) Making simple sentences

The other writing activity given in the study is writing simple sentences based on pictures. This activity can be seen in the detail below.

Setelah mempresentasikan kosakata tentang warna, ET membagikan lembar soal latihan kedua pada setiap Ss. ET kemudian menjelaskan cara mengerjakan soal-soal tersebut. Ss disuruh untuk menuliskan informasi tentang nama-nama pakaian dan aksesoris yang di pakai oleh model dalam gambar. Ada empat model dalam soal latihan tersebut. Model pertama adalah seorang laki-laki yang memakai kemeja biru, celana panjang abu-abu, dan sepatu warna hitam, model kedua adalah seorang nenek yang memakai gaun warna ungu, dan berkacamata, model ketiga adalah seorang anak laki-laki yang memakai seragam merah putih dan dasi warna merah, dan model keempat adalah anak perempuan yang memakai kaos warna pink, celana pendek warna merah, dan sandal berwarna hijau.

(Appendix B/ field note 8)

In the quotation above, it can be stated that the key picture is an important thing that can help the students choose the correct words to make a sentence. By seeing the pictures in the exercise given, the students can convey their ideas easily. The picture can make the information about the clothes worn by the models clear. The words that are explored in this activity are kinds of clothes and accessories such as 'shirt, T-shirt, trousers, shorts, dress, uniform, tie, bag, shoes,

socks, and sandals'. The finding can be supported by the students' responses in the interview transcript below.

R : "Menurut kalian, latihan tadi dapat membantu kalian untuk menguasai kosakata tentang macam- macam pakaian dan aksesoris tidak?" (*What did you think about the exercise given, could it help you to master the vocabulary about the kind of cloths and accessory?*)

S1,2&3 : "Bisa." (*Yes, it could.*)

R : "Alasannya kenapa?" (*What is your reason?*)

S1,2&3 : "ehmmmm..." (*ehmmmm...*)

R : "Apa karena soal yang di berikan oleh Mr. Ping tadi berkaitan dengan penggunaan kosakata tentang macam- macam pakaian?" (*Was it because the questions given by Mr. Ping related to the use of vocabulary items of the kinds of clothes?*)

S1,2&3: "Iya miss." (*Yes miss.*)

(Appendix C/ interview transcript 12)

In this interview transcript, it can be seen that exploring the use of vocabulary items in the activity can help the students to explore their vocabulary knowledge in the writing activity. The students' abilities in mastering English vocabulary can be measured from their abilities in using the vocabulary knowledge in clear contexts.

e. Applying time duration in doing class activities

The finding shows that without determining the time duration in doing the class activities, the students cannot finish their works on time. This finding can be seen in the quotations below.

Saat Ss di suruh untuk mengerjakan latihan yang diberikan, terlihat banyak Ss yang mengerjakan tugas sambil mengobrol dengan temannya. Mereka asyik bercerita sendiri. Saat ET bertanya apakah pekerjaan mereka sudah selesai, Ss menjawab belum. Banyak dari mereka ribut bertanya tentang bahasa Inggrisnya barang- barang yang di tulis di papan tulis. Akhirnya ET memberikan perpanjangan waktu pada Ss untuk menyelesaikan pekerjaan mereka.

(Appendix B/ field note 3)

Based on the quotation of the field note above, it can be stated that the students chat with their friends and do their own activities during class because of two reasons. The first is that there is not a clear time limit to finish the task given. It causes the students to spend the time to chat with their friends and postpone their works. The second is that the English teacher gives the time extension to the students to finish their works. It makes the time to do the other class activities decrease. This evidence can be seen in the quotation of field note below.

Karena waktu habis, ET menyuruh Ss untuk mempelajari materi di halaman 32 dan 33 di rumah.

(Appendix B/ field note 3)

To solve the problem of the unreached learning goal, the application of time duration in every class activity is needed. Here, the teacher determines the time limit for doing the tasks based on the difficulty level of the class activities. The evidence can be seen in the following quotation of field note below.

“...Mr akan memberi waktu 15 menit untuk mengerjakannya, jadi gunakan waktu dengan baik” kata ET. Ss segera fokus pada soal latihan. Mereka sibuk menuliskan jawaban di lembar jawab yang tersedia. Selama mengerjakan tugas tidak ada Ss yang mengobrol dengan temannya atau melakukan aktifitas lainnya... Setelah waktu habis, ET bertanya apakah semua Ss sudah selesai mengerjakan tugas dan semua Ss menjawab sudah. ET menyuruh Ss untuk menukarkan hasil pekerjaan mereka pada teman di sebelahnya.

(Appendix B/ field note 9)

From the quotation, it can be concluded that to avoid the students to chat with their friends, the teacher asks the students to submit their works or exchange works to be checked together after the time to do the task is up.

3. The Effectiveness of Mind Mapping to Improve the Students' Vocabulary Mastery

In this part, the results of the study are presented in qualitative and quantitative data. Those data are collected to show the findings of the effectiveness of the mind mapping in helping the students improve their vocabulary mastery. In this case, the students' vocabulary mastery is related to the students' abilities in some aspects such as memorizing the words and their meanings, writing the word spelling, and using vocabulary items in the class activities.

a. Qualitative data

The qualitative data are collected from the interviews. The results of the interviews can be seen in the interview transcripts. The findings are related to the effectiveness of the use of mind mapping to improve the students' memorization abilities, to improve the students' abilities in spelling the words, and to help the students do the class activities given by using their vocabulary knowledge.

1) Improving the students' memorizing abilities

The use of mind mapping in vocabulary learning gives positive effects to the improvement of the students' vocabulary mastery. Here, the students' abilities in memorizing the vocabulary items improve and this improvement makes the students master the vocabulary items. The fact can be seen in the interview transcript below:

R : "Setelah menggunakan mind mapping, apakah kalian berdua mengalami peningkatan dalam belajar kosakata berbahasa Inggris?" (*After using mind mapping, did you feel the improvement in learning English vocabulary?*)
 S1&2 : "Iya miss." (*Yes, it is right miss...*)

- R : “Dalam hal apa kalian merasakan peningkatannya?” (*In what things did you feel the improvement?*)
- S1 : “Menjadi lebih mudah mengingat kata.” (*Being easier in remembering the words.*)
- S2 : “Mengingat banyak kata dalam waktu singkat dan tidak mudah lupa pada kata- kata yang sudah di hafalin.” (*I could memorize a big number of vocabulary items in a short time and could keep the words in my mind for along time.*)
- R : “Sekedar hafal kata- katanya atau tahu arti kata- katanya juga?” (*You could just remember the words or you could also know the meaning of the words?*)
- S1&2: “Tahu arti katanya juga.” (*I could also remember the meaning of the words.*)

(Appendix C/ interview transcript 13)

From the quotation above, it can be stated that mind mapping can improve the students' abilities in memorizing words. By using mind mapping, the students can remember many English words in a short time and it is not difficult for them to keep the words in their memory. They can also understand the meaning of the words presented in the mind mapping.

2) Improving the students' abilities in spelling the words

Learning vocabulary items by using mind mapping can give a positive effect. Here, the students can write the word in the correct spelling because the word shape in the mind mapping diagram can be memorized easily by the students.

- R : “Kalau dalam menulis ejaan kata- kata berbahasa Inggris, sebelum dan sesudah menggunakan mind mapping ada perubahan tidak?” (*In writing the English word spelling, before and after using mind mapping, was there any improvement?*)
- S1 : “Iya.” (*Yes, it was.*)
- S2 : “Maksudnya miss?” (*What do you mean miss?*)
- R : “Misalnya sebelum dan sesudah belajar kosakata dengan menggunakan mind mapping, kalian merasa kesulitan dalam menuliskan ejaan katanya, dan setelah belajar kosakata dengan menggunakan mind mapping, kalian menjadi lebih mudah dalam menuliskan kata- kata berbahasa Inggris dengan

ejaan yang benar.” (*For the example, after and before using mind mapping, did you feel difficulties in writing the word spelling, and after using mind mapping, you could write the English word spelling correctly.*)

S1&2: “O..iya miss. Itu juga.” (*Yes miss, it was too.*)

R : “Alasannya kenapa dengan menggunakan mind mapping, kalian jadi lebih mudah dalam menuliskan ejaan katanya?” (*What were the reasons if using mind mapping, you could write the word spelling easier.*)

S2 : “Apa Len?” (*What do you think Len?*)

S1 : “Karena kata- katanya jadi mudah di ingat.” (*Wait a minutes,... Because the words are easy to be remembered.*)

R : “Mudah diingatnya apa karena letak katanya yang mudah di ingat dan kata-katanya ditulis berwarna?” (*It is easy to be remembered because the word's places are easy to be remembered and the words are written in colors, are not they?*)

S1&2: “Iya miss.” (*Yes miss.*)

(Appendix C/ interview transcript 13)

From the students' responses in the quotation of the interview transcript above, it can be seen that the students' abilities in writing the word spelling improve. In this case, the students can write the words in the correct spelling. The words written in colors make the word appearances become clearer and easier to be remembered.

3) Improving the students' abilities in exploring the use of vocabulary items

The findings show that the students can explore the vocabulary items in any exercise given in the class. It happens because the students' abilities in memorizing the vocabulary items increase. It can be seen in the interview transcript below:

R: “Kalau kalian sudah bisa mengingat kosakata berbahasa Inggris dengan mudah, apa keuntungannya buat kalian?” (*If you can remember the English vocabulary easily, what is the benefit for you?*)

S1: “Bisa mengerjakan tugas bahasa Inggris dengan mudah tanpa open the book.” (*I can do the English task easily without open the book.*)

S2: “Bisa mengerti pertanyaan yang di berikan Mr. Ping dalam bahasa Inggris.” (*I can understand the questions that are given in English by Mr. Ping.*)

(Appendix 3/ interview 13

From the student’s responses above, it can be concluded that by having good abilities in memorizing the vocabulary items, the students can use the words in any context, such as using the words to do the tasks. By understanding the words that are used to arrange the questions and knowing the purpose of the questions, the students can answer the questions and do the work without opening their books. It means that the students can use their own abilities in mastering the vocabulary to do the tasks.

b. Quantitative Data

The quantitative data are in the form of the students’ pre-test and post test scores. Here, the researcher compares the students’ pre-test and post test scores by using the *t*-test to know whether or not there is a significant difference in the pre-test and post test scores. The data can be seen from the students’ average scores before and after they get the treatment. Below, the results of the *t*-test are presented.

Table 7. **Result of *T*-Test**

	<i>Mean</i>	<i>N</i>	<i>t</i>	<i>p</i>
Pair 1 post test	8.4914	29		
Pre test	6.5862	29		
Pair 1 Post test& Pre test	1.90517	29	14.483	.000

Based on the table of the statistical analyses above, it can be found that the average score of the pre-test is 6.5862 and the average score of post test is 8.4914. It means that the average score in the post test increases by 1.90517 from the average score in the pre-test. According to the t statistic, the score difference is significant at $p < 0.05$.

4. The Significance of Mind Mapping to the English Teacher

The findings show that the use of mind mapping in vocabulary learning gives two advantages to the English teacher. The first is that mind mapping helps the teacher to teach vocabulary. The second is that mind mapping helps the teacher attract the students' attention to his teaching. Those two findings are presented in more detailed explanations below.

a. Helping the English teacher to present English vocabulary

The findings of the study show that the use of mind mapping helps the English teacher present the vocabulary items. The benefits gained by the teacher from the use of the mind mapping diagram in presenting the vocabulary items include three things. First, the teacher can explain the meaning of English words clearly. Second, the teacher can build the students' understanding to the English words easily. Third, the teacher can present many vocabulary items in clear contexts. Related to these advantages, the benefits obtained by the teacher cannot be separated from the role of the aspects of mind mapping. In this case, these advantages are gained because of the use of pictures, word association, key words, and word categorization.

1) Explaining the meaning of English words clearly

The findings show that the use of mind mapping to present the English words can make the English teacher explain the meanings of the words easily. It can be shown from the teacher's response to the interview below.

T: "...picture di setiap cabang mind mapping itu memudahkan saya untuk menerangkan makna dari setiap kosakata berbahasa Inggris tadi dengan jelas." (*"... the picture was in each branch of mind mapping help me to explain the meaning of English words clearly."*)

(Appendix C/ interview transcript 6)

From the quotation above, it can be seen that word meanings can be represented by key pictures in every branch of the mind mapping diagram. Here, the key pictures are used to present the word meanings clearly. In addition, key pictures can help the students grasp the meaning of unfamiliar words.

2) Building the students' understanding of English words

Applying the use of association to introduce the new words presented in mind mapping can help the teacher build the students' understanding of words. It can be done by creating relationship between the new words and the key pictures or key words which are familiar to the students. An evidence for this finding can be seen in the following quotation of the interview transcripts below.

R: "Bagaimana dengan penerapan asosiasi pada mind mapping untuk mengenalkan kosakata tentang '*kind of clothes*'? Apakah itu membantu bapak dalam mengenalkan kosakata tersebut pada siswa?" (*How about the application of association in mind mapping to introduce vocabulary of the kind of clothes? What could it help you in introducing the words to the students?*)

T: "Ya. Penerapan asosiasi dengan menghubungkan sesuatu yang siswa ketahui dapat memudahkan saya dalam membangun pemahaman siswa terhadap kosakata tadi dengan lebih mudah. Jika siswa dapat membangun '*strong sense*' terhadap suatu kata berbahasa Inggris, pada akhirnya kata tersebut dapat di ingat dengan lebih mudah." (*Yes. The use of association by connecting something that has been known by the students, it could help me in building the students' understandings*)

to the vocabulary items easily. If the students can build the strong sense to the English word, finally the words can be remembered easier.)

(Appendix C/ interview transcript 6)

From the teacher's response to the researcher's question above, it can be stated that English vocabulary items can be understood and remembered by the students easily because of the use of association of words. In this study, the teacher applies association by connecting the new ideas to the known ideas to help the students build strong senses about the new ideas. The known ideas are presented in the key picture or key word forms. The example of applying key words to present English words can be seen in the quotation of the interview transcript below.

R: "...penerapan asosiasi dalam mempresentasikan kosakata tentang 'kind of clothes' seperti apa?" (...*how did the use of association in presenting vocabulary of the kind of clothes looks like?*)

T: "Membuat hubungan antara kata kunci yang menerangkan macam- macam tempat dan cuaca dengan kosakata yang menerangkan macam- macam pakaian dan aksesoris. Tadi saat mempresentasikan kosakata seperti 'T- shirt, shorts, sandals', kata- kata tersebut dihubungkan dengan kata kunci 'beach' supaya kontek katanya jadi jelas." (*Making relationship between the key words explaining the kind of places and weathers with the vocabulary explaining the kind of clothes and accessories. When presented the words such as T – shirt, shorts, sandals, they were connected with the key word 'beach' in order the contexts of the words became clear.*)

(Appendix C/ interview transcript 6)

From this interview above, the teacher uses the key word 'beach' to build the students' understanding of the word context concerning the dress worn by the people when they go to the beach. Here, the use of the key words that are familiar for the students such as the key words 'beach, school, office' etc. can help the students remember the vocabulary items. This fact can be seen from the student's

responses to the interview about the role of the key words in mind mapping as presented below.

R :“Kalau kata kunci yang ada pada cabang pertama mind mapping, bisa membantu adik untuk mengingat kosakata tentang macam- macam pakaian dan aksesoris tidak?” (*Could the key word in every the first mind mapping branch help you to remember the vocabulary of the kinds of clothes and accessories or not?*)

S1,2&3: “Bisa miss. (*Yes, they can miss.*)

R :”Adik sebelumnya sudah tahu arti dari kata- kata kunci yang ada pada cabang pertama tadi?” (*Did you know the key words in main branches before?*)

S1,2&3: “Iya.” (*Yes.*)

(Appendix C/ interview transcript12)

Based on the student’s response above, it can be stated that the use of key words in the first branch helps the students remember the vocabulary items. Here, the key words are chosen in line with the key words that are familiar to the students.

3) Presenting many vocabulary items in clear contexts

In this finding, the principle of mind mapping applying word categorization in its work can help the English teacher present many vocabulary items in one time of presentation. Therefore, the teacher can keep presenting those vocabulary items in clear contexts. This can be seen in the following quotation of the interview transcript.

R: “...Kalau pengelompokan kosakata berdasarkan kelasnya bagaimana?” (*...How about categorizing the words based on their classes?*)

T: “Saya rasa itu effective untuk membangun kontek kosakata yang dipelajari menjadi lebih jelas, dan penyusunan katanya juga menjadi teratur. (*I think that it was effective to make the word contexts became clearer and the word organization was in order.*)

(Appendix C/ interview transcript 6)

From the exchange above, it can be stated that applying word categorization in mind mapping can help the teacher present the vocabulary items in the clear context and the systematic way. Here, the words are grouped based on their types or classes. Evidence that shows grouping words based on their types can be seen in detail in the quotation of the field note below.

Dengan menggunakan diagram mind mapping yang sama, ET memberitahu kosakata tentang fungsi dari ruangan- ruangan yang ada pada cabang kedua. Pada cabang ketiga, ET mengenalkan macam- macam perkakas rumah. ET memberitahu macam- macam perkakas pada para siswa dengan menggunakan gambar yang ada pada cabang ketiga dan menghubungkannya dengan macam- macam ruangan yang di bahas pada cabang kedua. Dalam hal ini ET menerapkan prinsip asosiasi untuk mengajar kosakata.

(Appendix B/ field note 6)

In grouping the vocabulary items, the teacher places the words in different branches depending on their types or classes. The use of the branching here is to connect one word class with the other word classes. In addition, the words presented in mind mapping are arranged from the general to the specific terms. Presenting the words in the general to the specific terms has the aim to help the students understand the relationship among the words. It can be shown in the quotation of the interview transcript below.

S: “Kata- katanya berhubungan miss, jadi mudah untuk mengingat kata- katanya.”
(*The words have relationship each other so it is easy to remember the words.*)

(Appendix C/ interview transcript 13)

From this transcript, it can be seen that the students can easily remember the vocabulary items. It happens because the vocabulary items are presented in clear relationship.

b. Attracting the students' attention to the word explanation

The use of mind mapping to present English words can help the teacher attract the students' attention to the teacher's word explanation. It can be shown through the students' attitudes during class presentation. First, the students focus their eyes to the mind mapping diagram placed on the blackboard. Second, the students do not make noises during the teacher's presentation. Third, the students are enthusiastic about guessing the words based on the key pictures. Those findings can be shown in a more detailed explanation below.

1) The students' focuses on the mind mapping diagram

The form of mind mapping diagrams attracts the students to focus their eyes to the mind mapping diagram placed on the black board. It can be seen in the quotation of the field note below:

Ketika ET menerangkan kosakata yang ada pada diagram mind mapping, pandangan semua Ss tertuju pada diagram mind mapping yang di pasang di papan tulis.

(Appendix B/ field note 5)

The students are interested in the appearance of the mind mapping diagram because in its application, mind mapping engages the use of pictures, colors, word categorization, and curve lines. The use of mind mapping can make the students pay attention to the vocabulary items explained. For detailed information, this can be seen from the student's response below.

R: "Apa yang menarik dari mind mapping?" (*What makes mind mapping interesting?*)

S: "ada banyak gambar yang lucu- lucu dan gambarnya berwarna." (*There are many nice pictures and they are made in colors.*)

(Appendix C/ interview transcript 8)

Based on the student's response above, it can be seen that the students are interested in mind mapping because of its form. The form of mind mapping created in a graphic or diagram with the aspects such as pictures, symbols, colors can make the students become enthusiastic about learning English words.

2) The students' restraints from making noises during the lesson

The finding shows that the use of key pictures in the mind mapping diagram has an important role in the vocabulary learning. Here, the use of the pictures can help the teacher to focus the students' attentions to the words explained. Those evidences can be seen in the quotation of the field note below.

Tidak ada Ss yang ramai atau melakukan aktifitas yang lain. Mereka memperhatikan ketika ET mengenalkan kosakata '*kind of adjectives*' dengan menunjuk gambar yang menerangkannya.

(Appendix B/ field note 5)

From the quotation above, it can be seen that the teacher can build the students' understanding of English words easily because the students pay attention to his word explanation. The teacher's explanation becomes interesting because of the use of pictures. By paying attention at the pictures pointed by the teacher, the students do not make noises such as chatting with their friends or doing their own activities during the lesson.

3) The students' enthusiasm to guess the English words

The use of pictures or key pictures in mind mapping helps the teacher to make the students enthusiastic to guess the words and their meanings. An evidence for the finding can be seen in the quotation of the field note below:

Ketika ET menyuruh mereka menebak kata yang akan ET tulis, semua Ss berusaha untuk menebaknya. Terlihat Ss yang ada di deretan bangku terdepan

yang menghadap ke arah timur berdiskusi untuk menebak kosakata yang di maksud ET. “Bahasa Inggrisnya tebal apa?” Tanya seorang Ss laki- laki. “Kalo nggak tall ya thin. “Jawab teman di sebelahnya...Ss terlihat bersemangat kembali saat di suruh untuk menebak kosakata berdasarkan gambar yang menerangkannya. Mereka menebaknya dalam bahasa Indonesia atau Inggris.

(Appendix B/ field note 5)

From this quotation, it can be stated that the students become active to guess the words and their meaning. In this case, the students’ enthusiasm can be shown by their responses to the teacher’s instruction. Here, the student does discussion with his friend to guess the words based on the picture representing the words.

5. The Significance of Mind Mapping to the Students

The findings show that the use of mind mapping in the vocabulary learning gives three advantages to the students. First, mind mapping helps the students to memorize the vocabulary items in a short time. Second, it helps the students to write the word spelling correctly. Third, it can build the students’ motivation to learn the words. Those three findings can be shown in more detailed explanations below.

a. Helping the students memorize vocabulary items in a short time

The finding of the study shows that using mind mapping can help the students memorize the words learned in a short time. This can be seen in the following quotation of the interview transcript.

R: “Iya. Rahmi, tadi waktu di suruh menghafal kosakata, masih merasa kesulitan tidak?” (*Yes. Rahmi when you were asked to memorize the words, did you still find the difficulty or not?*)

S: “Tidak miss.” (*No, I did not miss.*)

R: "Jadi Rahmi bisa ya menghafal kosakata tentang macam- macam kata sifat tadi." (*So, Rahmi could memorize vocabulary of the kind of the adjectives, cannot you?*)

S: "Bisa." (*I could.*)

R: "Waktu untuk menghafal kosakata tadi cukup tidak?" (*Was the time given to memorize the words enough?*)

S: "Cukup." (*It was enough.*)

(Appendix C/ interview transcript 9)

From the student's responses above, it can be stated that the students can memorize the words in a short time. It is because of two reasons. First, mind mapping engages the use of pictures, colors, and the word categorization to present the words. Second, the words are presented in a systematical way. The findings that show this information are presented below.

1) The use of pictures and colors

The findings show that the use of the pictures and colors in mind mapping makes the words presented become easier to be memorized. It can be seen in the quotation of the interview transcript below.

R : "...Dik, mudah tidak menghafal kosakata berbahasa Inggris dengan menggunakan mind mapping?" (*Dik, is it easy or not remembering the words by using mind mapping?*)

S1,2&3: "Mudah miss." (*It is easy miss.*)

R : "Apa yang membuat mudah?" (*What makes it easy?*)

S1&2 : "Karena ada gambarnya." (*Because there are pictures.*)

S3 : "Gambarnya berwarna miss, jadi mudah untuk di ingat." (*The pictures are in colors so they are easy to be remembered.*)

R : "Kalau adik ingat gambarnya jadi ingat katanya juga?" (*If you remember the pictures, you can also remember the word?*)

S1,2&3: "Iya miss." (*Yes miss.*)

(Appendix C/ interview transcript 12)

From the quotation, it can be concluded that the pictures in the mind mapping diagram help the student to build the strong sense about the words. Here,

the pictures can represent the words and make them easy to be memorized and remembered. In addition, the use of colors can make the key pictures easier to be remembered. By remembering the picture, the students can remember the word too.

2) The use of the word categorization

It is known that grouping the words based on their class or types can help the students memorize the words easily. An evidence for this finding can be seen below.

R: "Kalau pengelompokkan kosakata berdasarkan jenisnya, seperti di cabang pertama membahas tentang nama- nama ruangan, cabang kedua membahas mengenai fungsi dari ruangan- ruangan itu, dan cabang ketiga membahas tentang barang- barang yang sering dilihat suatu ruangan. Itu dapat memudahkan adik untuk menghafal kosakata tadi tidak?" (*How about grouping the vocabulary items based on their classes, such as in the main branches, the teacher discusses the kind of the rooms, in the second branches discusses the function of the rooms, and in the third branches, the vocabulary discussed are the kind of tools. It can help you to memorize those words or not?*)

S: "Iya." (*Yes, it can.*)

R: "kenapa dik?" (*Why?*)

S: "Karena... lebih gampang mengingat katanya dan tidak ribet." (*Because... it is easier to remember the words and simple.*)

R: "Maksudnya tidak ribet apa dik?" (*What the meaning of simple here?*)

S: "Mudah untuk dipahami." (*It is easy to be understood.*)

(Appendix C/ interview transcript10)

From the exchanges above, it can be stated that word classes applied in mind mapping help the teacher present the vocabulary items in a clear categorization. Here, the vocabulary items are grouped into similar word types or classes. It has the aim to make it easier for the students to understand the relationship among the words and remember the words.

3) The use of the systematical way to present the vocabulary

Based on the finding, it can be seen that creating the mind mapping diagram in a systematical way has the aim to make it easier for the students to memorize and remember the English words. This can be seen in the quotation of the interview transcript below.

R: “Bagaimana dengan penyajian kosakatanya yang dilakukan secara sistematis. Artinya kosakatanya di susun secara rapi dan teratur. Apa itu dapat membantu adik menghafal dan mengingat kata?” (*How is about the word presentation in systematic way. It means the vocabulary items are arranged in order. Can it help you to memorize and remember the words?*)

S: “Iya.” (*Yes.*)

R: “Alasanya apa dik?” (*What is the reason?*)

S: “...Mudah mengingat letak kata sehingga katanya jadi bisa di ingat.” (*...It is easy to remember the words so the words can be remember.*)

(Appendix C/ interview transcript 9)

From the quotation, it can be seen that presenting the vocabulary items in a systematical way can make the place of vocabulary items easy to be remembered. It means that the students can memorize or remember the words by remembering the place of the words in the mind mapping diagram.

b. Helping the students remember the word spelling

Based on the finding, it can be reported that the words presented in mind mapping can be remembered easily by the students including the word spelling. It can be seen from the student’s response to the interview transcript below:

R: "...Kalo bathroom ejaannya bagaimana?" (...*What is the spelling of the word 'bathroom'?*)

S: "B-A-T-H-R-O-O-M."

R: "Apa yang membuat Nur ingat sama ejaan katanya?" (*What made Nur remember its spelling?*)

S: "Karena tulisannya jelas dan berwarna." (*Because the letter's shapes are clear and colorful.*)

(Appendix C/ interview transcript 10)

From the quotation of the interview transcript above, it can be stated that the words presented in mind mapping are written in colors and in a clear way. It is done to help the students remember the word spelling. Below, there are several aspects of mind mapping that help the students remember the word spelling.

1) The use of colors to make the words clear

The use of colors to create mind mapping and write the vocabulary items give the benefit to the students. The benefit is that the students feel easy to remember the words presented. It is because the words are presented in a clear way and in colors. The finding can be shown in the student's responses to the interview transcript below.

R: "Menurut adik penting tidak kosakata yang ada pada mind mapping di tulis berwarna warni?" (*In your mind, it is important or not the vocabulary items presented in mind mapping are written in colors?*)

S: "Penting." (*Yes, it is.*)

R: "kenapa?" (*Why?*)

S: "Memudahkan untuk menghafal kata karena kata- katanya jadi jelas dan berwarna warni." (*Make me easy to remember the words because the words are clear and colorful.*)

R: "Bisa membuat mata jadi fresh juga saat membacanya?" (*It can also make your eyes fresh when reading it?*)

S: "Iya." (*Yes*)

(Appendix C/ interview transcript 9)

From the student's response above, it can be stated that the words presented become clear to the students because they are written in colors. Writing the words in colors makes the students' eyes become fresh when they read the words.

2) The use of clear shape to memorize the word spelling

Presenting one word in every branch makes the word written in the clear shape. This finding can be seen below:

R: "Kalau penulisan kosakata yang ada pada mind mapping bagaimana? Jelas tidak untuk di baca?" (*How about the writing of vocabulary presented in mind mapping? Were they clear to be written or not?*)

S: "Jelas kok." (*They were clear.*)

R: "Kenapa?" (*Why?*)

S: "Karena berwarna dan di tulis dengan huruf yang jelas." (*Because they were colorful and were written by the clear letters.*)

R: "Dengan kosakata yang di tulis jelas, apakah bisa membantu adik dalam mengingat ejaan katanya?" (*By the vocabulary items that were written clearly, Could it help you to remember the word spelling?*)

S: "Iya." (*Ye, it could.*)

(Appendix C/ interview transcript 9)

From the quotation above, it can be shown that presenting the words in clear letters helps the students memorize the spelling of words. Besides, presenting one word in every branch of mind mapping is aimed at writing the words in a big shape so it can be read by the students easily.

c. Building the students' motivation to learn English vocabulary

In this finding, mind mapping can help the students to build their motivation to learn English words. It can be seen in the quotation of the interview transcript below.

R: "Dengan belajar kosakata menggunakan mind mapping membuat Nur termotivasi untuk belajar kosakata berbahasa Inggris tidak?" (*By learning*

vocabulary using mind mapping, does it make Nur motivate to learn English vocabulary or not?)

S: “Iya miss...Jadi senang belajarnya.” (*Yes miss...It makes me pleasure to learn it.*)

(Appendix C/ interview transcript 10)

From the quotation above, it can be seen that the students are motivated to learn English words because the words are presented in an interesting way. The use of interesting things such as pictures and colors in mind mapping can make the words clear. This can make the students interested in reading the words and memorize them. Below, the use of the pictures and the colors is discussed in detail.

1) The use of the pictures

The use of pictures in mind mapping has the advantage to present the meaning of the words in an interesting way. Here, the students like learning words presented in mind mapping because their meanings are represented by illustration forms and it makes them easier to be understood. This finding can be seen in the quotation of the interview below.

R: “ Apa yang menarik dari mind mapping?” (*What makes mind mapping interesting?*)

S: “ Ada gambarnya...” (*There are pictures...*)

R: “ Menurut adik gambar yang ada pada mind mapping memiliki fungsi apa?” (*What do you think about the function of picture in mind mapping?*)

S: “Membuat mind mapping jadi bagus dan membuat katanya jadi jelas.” (*It makes the mind mapping's appearance nice and makes the words presented in mind mapping clear.*)

(Appendix C/ interview transcript10)

From the quotation above, it can be known that the use of pictures in the mind mapping diagram can make the mind mapping appearance become nice and

the vocabulary items become clearer to be understood. In addition, the word meanings can be grasped easily by the students because of the use of pictures.

2) The use of the colors

The finding shows that the use of colors makes the mind mapping appearance look colorful and lively. An evidence for this finding can be seen in the student's response to the interview below.

R: "Apa yang menarik dari mind mapping?" (*What makes mind mapping interesting?*)

S: "ada banyak gambar yang lucu- lucu dan gambarnya berwarna." (*There are many nice pictures in colors.*)

R: "Kalau tidak berwarna, menarik tidak?" (*If it is not colorful, is it interesting?*)

S: "Tidak." (*No*)

R: "Jadi gunanya warna pada mind mapping apa?" (*So what is the function of colors in mind mapping?*)

S: "Membuat mind mapping jadi lebih menarik." (*It make mind mapping become more interesting.*)

R: "kelihatan lebih hidup gitu ya tampilannya." (*Its appearance becomes more life?*)

S: "Iya dan jadi ngak bosan belajar kosakatanya." (*Yes and it make me not bored to learn vocabulary.*")

(Appendix C/ interview transcript 8)

Based on the student's responses above, it can be concluded that besides the use of pictures, mind mapping is interesting because of the use of colors. The mind mapping appearance that is eye catching can avoid the students getting bored when they learn the English vocabulary items in the mind mapping diagram.

C. Summary

The summary of the study covers the findings that are related to the five research questions. They are implementation of mind mapping in vocabulary learning, the use of vocabulary items in class activities, the effectiveness of mind

mapping to improve the students' vocabulary mastery, the significance of mind mapping for the English teacher, and the significance of mind mapping for the students.

The first finding is related to the the implementation of mind mapping in the vocabulary learning. There are three topics of discussion. The first is the use of the mind mapping diagram to present vocabulary items. The second is the use of the mind mapping diagram to memorize words, and the third is the use of incomplete mind mapping diagrams as the media to write the words in clear shapes. Based on the findings of these topics, it can be shown that applying the procedure of the use of mind mapping diagrams to present words can help the teacher build the students' understanding of the words and their meanings easily. The use of mind mapping including its aspects such as pictures, key words, colors, etc. can help the students memorize the words in a short time. The last, the mind mapping diagram can be used as the media to write words in a clear way.

The second finding is related to the use of vocabulary items in the class activities. Based on the findings, it can be seen that class activities such as giving instructions to the students, conveying kinds of expressions based on the pictures at random, creating mind mapping, drawing pictures based on the information in simple texts, matching sentences with the appropriate pictures, making simple sentences based on the pictures are appropriate to be applied in a big class. These activities except a role play can help the students explore their vocabulary knowledge. The role play as one of the speaking activities is not appropriate enough to do in a big class because it is difficult for the teacher to control the

students who get a turn to do the role play. The students tend to make noises and bother their friends who do the role play.

The third finding is related to the effectiveness of mind mapping to improve the students' vocabulary mastery. The findings show that the use of mind mapping in vocabulary learning can help the students improve their memorization abilities. Finally, the improvement of the students' memorization abilities can make the students' vocabulary mastery improve.

The fourth finding is related to the significance of mind mapping for the English teacher. The findings show that the use of mind mapping gives some advantages for the English teacher. First, mind mapping helps the teacher present the English words and their meanings in a clear way. Second, mind mapping can help the teacher build the students' understanding of the words and their meanings easily. Third, mind mapping can help the teacher present many vocabulary items in clear contexts. The last, mind mapping can be used to attract the students' attention to the teacher's explanation.

The last finding is related to the significance of mind mapping for the students. Based on the findings, it can be seen that the use of mind mapping in the vocabulary learning gives some advantages for the students. First, mind mapping can help the students memorize words in a short time. Second, mind mapping can help the students remember the words and their meanings easily. Third, mind mapping can help the students write the words in the correct spelling. Last, mind mapping can be used to build the students' motivation to learn English vocabulary.

CHAPTER V

CONCLUSION AND IMPLICATION

A. Conclusion

The goal of this study is to improve vocabulary mastery of the fourth grade students of SD Muhammadiyah Ngijon 1. To be able to reach the goal, the researcher applies mind mapping as an appropriate teaching technique in vocabulary learning in action research conducted in the second semester of the academic year of 2009/2010. Following the results of data analysis, information is presented below to answer the research question in the formulation of the problem.

In this study, the effort to improve the students' vocabulary mastery is done by implementing the use of mind mapping in vocabulary learning. The implementation of mind mapping can be seen in three main activities. They are presenting vocabulary items by using mind mapping diagrams, memorizing the English words in the mind mapping diagram, and filling out incomplete mind mapping diagrams with correct words. These activities are conducted when the English teacher presents a new topic. It has the aims to build the students' knowledge about vocabulary items taught and make the students ready to do exercises given in the class without opening the book.

By engaging the use of mind mapping aspects such as pictures, colors, key words, branches, word categorization, word association, etc. in its work, mind mapping can help the English teacher and the students in several things in line

with the teaching and learning of English vocabulary. The first is that mind mapping helps the teacher to present vocabulary items to the students in a clear way including building the students' understanding to the words presented and their meaning. The second is that mind mapping helps the students to memorize and remember the vocabulary items learned including their meaning and spelling.

The improvement of the students' abilities in memorizing and remembering English words, their meanings, and the word spelling can be used as indicators that students can improve their vocabulary mastery. In addition, they can explore their vocabulary knowledge to do class activities. The different results of students' pre-test and post test also show that the students can improve their vocabulary mastery. It is because the students' average scores of the post test increase 1,90517 from the students' average scores of the pre-test.

B. Implication

The conclusion explains how mind mapping can be used to improve the students' vocabulary mastery. These are the results of the actions done in vocabulary learning to improve the vocabulary mastery of the fourth grade students of SD Muhammadiyah Ngijon 1. Then in this part, the researcher can propose some items of implication that can be implemented in the field.

First, the use of mind mapping for presenting vocabulary items is effective to help the English teacher introduce English words and their meaning clearly. It implies that the use of aspects in mind mapping such as key pictures, key words, association, colors, word categorization, etc. can make the presentation of

vocabulary items optimal. This shows the advantage of using mind mapping as a classroom technique.

Second, mind mapping is effective to help the students memorize the vocabulary items in a short time. An implication of this fact is that the teacher can make the use of mind mapping to help students memorize vocabulary items. In this case, mind mapping functions as a bridging medium.

Third, adding letter cues in each branch of the mind mapping diagram is effective to help the students write the words in the correct spelling. It indicates that the teacher can use this technique as an alternative classroom activity. This will help the students predict the words and write them in the correct spelling.

Fourth, checking the students' pronunciation is effective to help the students pronounce the words correctly. It implies that after presenting all the words that have been learned, the teacher can ask the students to pronounce the words one by one if they still make mistakes in pronouncing the words.

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APPENDIX A: INSTRUMENTS OF THE STUDY

Table 1. **Specification aspects observed in the class
(Observation guides)**

Table 2. **Specification aspects asked in the interview
(Interview guides)**

Pre- test and Post test batteries

Table 1. **Specification aspects observed in the class (Observation guides)**

No	Variables	Indicators	Description
1.	The students	<ul style="list-style-type: none"> Students' attention to the teacher's explanation Students' attitudes during the class Students' responses to teacher's questions Language errors made by students 	
2.	The Teacher	<ul style="list-style-type: none"> The teacher's voice quality The teacher's way in presenting materials The teacher's interaction with students 	
3.	Learning Media	<ul style="list-style-type: none"> Students' interests to the media used 	
4.	Class Management	<ul style="list-style-type: none"> The class formation The time management 	
5.	Vocabulary mastery	<ul style="list-style-type: none"> The students' abilities in memorizing words The students' abilities in understanding words and their meaning The students' abilities in writing words The students' abilities in pronouncing words 	

Table 2. **Specification aspects asked in the interview (Interview guides)**

No	Variables	Indicators	Items	Number
1.	Time management	<ul style="list-style-type: none"> • The application of time duration 	4	2, 3, 12, 13
2.	Class activities	<ul style="list-style-type: none"> • The appropriate class activities to explore vocabulary items learnt • Students' interest to class activities given 	6	1, 4, 11, 14, 15, 22, 23
3.	The use of mind mapping	<ul style="list-style-type: none"> • The effectiveness of mind mapping to present vocabulary items • The effectiveness of mind mapping to memorize words and their meanings • The effectiveness of mind mapping to remember the words and their meanings 	11	6, 7, 8, 10, 16, 17, 18, 19, 13, 14, 15, 24, 25
4.	Vocabulary mastery	<ul style="list-style-type: none"> • Students' abilities in memorizing words • Students' abilities in spelling words • Students' abilities in pronouncing words • Students' abilities in understanding words and their meaning • Common errors made by students in learning vocabulary items 	4	5, 9, 20, 21

List of the question for the English teacher and students that are related to the aspects in table 2 of interview guides.

NB: T: Teacher

S: Students

- 1) Apakah semua aktifitas kelas yang sudah di rencanakan dapat terealisasi semua? (T)
- 2) Apakah waktu yang tersedia cukup untuk menyampaikan semua materi? (T)
- 3) Bagaimana dengan menetapkan batas waktu di setiap kegiatan kelas. Apakah itu penting? (T)
- 4) Apakah aktifitas atau tugas yang bapak berikan dapat mengeksplere penggunaan kosakata yang baru saja dipelajari siswa? (T)
- 5) Apakah ada hubungan erat antara penguasaan kosakata berbahasa Inggris dengan ketrampilan berbahasa seperti mendengarkan, berbicara, membaca, dan menulis? (T)
- 6) Menurut bapak mind mapping sebagai tehnik untuk mempresentasikan kosakata berbahasa Inggris menarik tidak? (T)
- 7) Apakah mind mapping memberi kemudahan pada bapak dalam mengenalkan kosakata baru? (T)
- 8) Apakah mind mapping dapat memfokuskan perhatian siswa pada materi yang sedang bapak terangkan? (T)
- 9) Apa kesulitan yang dihadapi oleh para siswa berhubungan dengan pembelajaran kosakata berbahasa Inggris? (T)
- 10) Apakah mind mapping effective digunakan untuk meningkatkan penguasaan kosakata siswa? (T)
- 11) Adik suka tidak dengan aktifitas di kelas tadi? (S)
- 12) Apakah adik dapat menyelesaikan tugas yang diberikan guru tepat waktu? (S)
- 13) Waktu yang diberikan oleh guru untuk mengerjakan soal latihan cukup tidak? (S)
- 14) Menurut adik, aktifitas/ latihan yang di berikan oleh guru tadi dapat mengeksplere penggunaan kosakata yang baru saja adik pelajari? (S)
- 15) Adik suka tidak dengan aktifitas- aktifitas kelas yang di berikan guru tadi? (S)
- 16) Menurut adik, mind mapping menarik tidak? (S)
- 17) Apakah mind mapping dapat memotivasi adik untuk belajar kosakata bahasa Inggris? (S)
- 18) Setelah menggunakan mind mapping apakah adik dapat meningkatkan kemampuan kosakata bahasa Inggris adik? (S)
- 19) Apakah setelah menggunakan mind mapping adik mengalami peningkatan dalam hal menghafal dan mengingat kosakata berbahasa Inggris tidak? (S)
- 20) Apakah adik bisa menuliskan ejaan kata berbahasa Inggris dengan benar? (S)

- 21) Apakah mengecek pengucapan siswa terhadap kosakata bahasa Inggris diperlukan? (S)
- 22) Aktivitas kelas seperti apa yang menarik buat adik? (S)
- 23) Apakah cara guru mengajarkan kosakata tadi sudah jelas? (S)
- 24) Apakah diagram mind mapping yang digunakan untuk menerangkan kosakata berbahasa Inggris sudah baik? (S)
- 25) Apakah aspek- aspek yang ada pada mind mapping, seperti gambatr, warna, kata kunci, dll dapat membantu adik untuk menguasai kosakata bahasa Inggris? (S)

Pre- Test

Let's choose the correct option!

1. What is the name of this room?

- a. bedroom
- b. living room
- c. bathroom
- d. dining room



2. We usually eat in the...

- a. bedroom
- b. kitchen
- c. living room
- d. dining room

3. Tia is sleeping in the...

- a. bedroom
- b. living room
- c. bathroom
- d. kitchen

4. Mira take a bath in the...

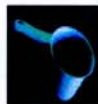
- a. living room
- b. garage
- c. warehouse
- d. bathroom

5. My father keeps his new car in the...

- a. terrace
- b. kitchen
- c. garage
- d. garden

6. There are a soap, a toothbrush, a bucket, a ... in the bathroom.

- a. toothpaste
- b. blanket
- c. water dipper
- d. pillow



7. There are ... on the table.

- a. Three fork
- b. Three forks
- c. Three spoon
- d. Three spoons



8. A: "What is this?"

B: "This is ..."

- e. a toothbrush
- f. a bucket
- g. a toothpaste
- h. a water dipper



9. My mother ... fried rice in the kitchen.

- a. take a bath
- b. cooks
- c. sleeps
- d. eats

10. We usually watch TV in the...

- a. living room
- b. dining room
- c. bathroom
- d. garage

11. There are a stove and frying pan in the...

- a. kitchen
- b. bedroom
- c. dining room
- d. living room

12. A: "What is it?"

B: "It is a..."

- a. cap
- b. tie
- c. hat
- d. socks



13. Mrs. Moli plants rose flowers in the...

- a. terrace
- b. garage
- c. bathroom
- d. garden



14. I use a ...to cover my body.

- a. carpet
- b. blanket
- c. pillow
- d. jacket

15. The function of nose is ...

- a. to smell
- b. to eat
- c. to listen
- d. to see

16. Andi uses his ...to kick the ball.

- a. hands
- b. arms
- c. foot
- d. shoulders



17. We use ... to listen

- a. eyes
- b. elbows
- c. ears
- d. nose

18. A: "What is it?"

B: "It is..."

- a. foot
- b. toe
- c. knee
- d. arm



19. Rita has a ...nose

- a. Small
- b. flat
- c. pointed
- d. long

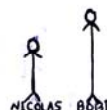


20. Doli has the ... hair.

- a. straight
- b. short
- c. curly
- d. wavy

21. Mr. Nicolas is short but Mr. Bobi is ...

- a. fat
- b. tall
- c. thick
- d. big



22. A: "... your hands, please!"

B: "OK"

- a. raise
- b. clap
- c. stamp
- d. shake



23. A: "Touch your ..., please!"

B: "Sure."

- a. arms
- b. hands
- c. shoulder
- d. face



24. What are these?

- a. eyes
- b. ears
- c. mouth
- d. cheeks



25. My hands are dirty. I want to ... them with a soap.

- a. eat
- b. wash
- c. drink
- d. kick



26. A: "May I ... my teeth?"

B: "Sure."

- a. eat
- b. comb
- c. brush
- d. wash



27. Mira wants to ... her hair

- a. comb
- b. brush
- c. cut
- d. wash



28. The students are wearing ... when go to school.

- a. kebaya
- b. T-shirt
- c. Uniform
- d. Dress

29. The weather is hot. I must wear ... to protect my head.

- a. cap
- b. jacket
- c. sweater
- d. blanket



30. We usually wear ... to go to sleep.

- a. jeans
- b. shirt
- c. uniform
- d. pyjama

31. This is my father's ...

- a. hat
- b. belt
- c. glasses
- d. tie



32. A hat is ... the table.

- a. in
- b. on
- c. under
- d. above

33. I wear a pair of shoes and a pair of ...

- a. ties
- b. socks
- c. belts
- d. sandals



34. It is my ...

- a. hat
- b. tie
- c. cap
- d. belt



35. Tisa is wearing ...

- a. a purple shirt and black short.
- b. a purple T-shirt and black trousers.
- c. a blue shirt and black trousers.
- d. a green T-shirt and black shorts



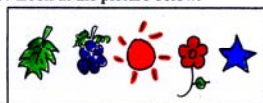
36. A: "Tigor, my I borrow your ...?"

B: "Certain, here you are."

- a. red shirt
- b. purple T-shirt
- c. red dress
- d. red shorts



37. Look at the picture below.

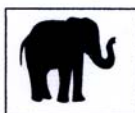


The color of a leaf, grape, a sun, a flower, and a star are ...

- a. Green, orange, purple, red, and yellow.
- b. Green, purple, orange, red, and blue.
- c. Orange, purple, green, red, and blue.
- d. Purple, green, orange, red, and blue.

38. What is the color of the elephant below?

- a. yellow
- b. pink
- c. grey
- d. black

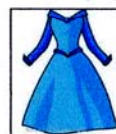


39. On Monday the students go to school by wearing a uniform, its color is...

- a. white and blue
- b. white and grey
- c. white and brown
- d. white and red

40. I have a blue ... to go to party.

- a. dress
- b. suit
- c. sweater
- d. shirt



Post-Test

Let's choose the correct option!

1. My father keeps his new car in the...

- a. terrace
- b. kitchen
- c. garage
- d. garden



2. What is the name of this room?

- a. bedroom
- b. living room
- c. bathroom
- d. dining room



3. We usually eat in the ...

- a. living room
- b. dining room
- c. kitchen
- d. bedroom

4. Mira take a bath in the ...

- a. bedroom
- b. living room
- c. garden
- d. bathroom

5. There are a pillow, a blanket, and a bolster in the ...

- a. bedroom
- b. bathroom
- c. living room
- d. dining room

6. There are a soap, a toothbrush, a tooth paste, a ... in the bathroom.

- a. pan
- b. pillow
- c. water dipper
- d. blanket



7. A: "What is this?"

B: "This is ..."

- a. a toothpaste
- b. a bucket
- c. a toothbrush
- d. a water dipper



8. My mother ... meatball in the kitchen.

- a. cooks
- b. sleeps
- c. watches
- d. drinks

9. Tia is sleeping in the...

- a. living room
- b. bedroom
- c. dining room
- d. bathroom

10. There are a ..., a pan and a wok in the kitchen.

- a. pillow
- b. stove
- c. bucket
- d. plate



11. A: "What is this?"

B: "This is a ..."

- a. cap
- b. socks
- c. hat
- d. tie



12. Mrs. Moli plants a rose flower in the ...

- a. garden
- b. terrace
- c. bathroom
- d. garage



13. I use a ... to cover my body.

- a. carpet
- b. pillow
- c. blanket
- d. jacket

14. We can hold something by using...

- a. ears
- b. nose
- c. hands
- d. feet



15. We can smell by using ...

- a. nose
- b. mouth
- c. ears
- d. eyes

16. Dino uses his...to kick the ball.

- a. foot
- b. hands
- c. arms
- d. shoulders



17. We use ears to ...

- a. touch
- b. smell
- c. listen
- d. see

18. A: "What is it?"

B: "It is a ..."

- a. foot
- b. toe
- c. knee
- d. arm



19. Rita has a ...nose.

- a. small
- b. flat
- c. pointed
- d. curly



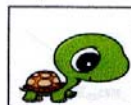
20. Doli has the ...hair.

- a. straight
- b. curly
- c. blonde
- d. long



21. Mr. turtle has ...eyes.

- a. small
- b. big
- c. thin
- d. thick



22. A: "...your hands, please!"

- a. raise
- b. stamp
- c. clap
- d. shake



23. A: "Touch your ..., please!"

B: "Ok."

- a. arms
- b. hands
- c. shoulder
- d. face



24. A: "What are these?"

B: "These are ..."

- a. eyes
- b. cheeks
- c. mouth
- d. lips



25. A: "May I ...my teeth?"

B: "Sure."

- a. eat
- b. comb
- c. brush
- d. wash



26. Mita wants to ...her hair.

- a. comb
- b. brush
- c. cut
- d. wash



27. The students wear... when they go to school.

- a. Kebaya
- b. jacket
- c. trousers
- d. uniform

28. We usually wear ... to go to sleep.

- a. jeans
- b. shirt
- c. uniform
- d. pyjama

29. The weather is hot. I must wear ... to protect my head.

- a. cap
- b. jacket
- c. sweater
- d. blanket



30. This is my grandfather's ...

- a. hat
- b. belt
- c. glasses
- d. tie



31. There is a hat ...the table.

- a. in
- b. on
- c. under
- d. above



32. There is a shirt ... trousers and a tie.

- a. in
- b. on
- c. between
- d. among



33. I wear a pair of shoes and ...

- a. glasses
- b. socks
- c. belts
- d. sandals



34. It is my ...

- a. hat
- b. tie
- c. cap
- d. belt



35. Tisa is wearing ...

- a. a purple shirt and black shorts
- b. a purple T-shirt and black trousers
- c. a blue shirt and black trousers
- d. a green T-shirt and black shorts



36. A: "Tigor, may I borrow your ...?"

B: "Certain."

- a. red shirt
- b. purple T-shirt
- c. red blouse
- d. red shorts



37. Look at the picture.

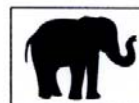


The colors of a leaf, grape, a sun, a flower, a star are ...

- a. green, orange purple, red, and yellow
- b. green, purple, orange, red, and blue
- c. orange, purple, green, red, and blue
- d. purple, green, orange, red, blue

38. What is the color of elephant?

- a. yellow
- b. blue
- c. gray
- d. green



39. On Monday we go to school by wearing a uniform, its color is...

- a. white and blue
- b. white and grey
- c. white and brown
- d. white and red

40. I have a blue ... to go to party.

- a. dress
- b. suit
- c. sweater
- d. shirt



APPENDIX B: FIELD NOTES

NB= R : Researcher

KS: Kepala sekolah

ET: English teacher

Ss : Students

Field note 1

Sabtu, 15 Agustus 2009

(09.00)

Tempat : Ruang tamu sekolah

R sampai di SD Muhammadiyah Ngijon 1 jam 09.00. Hari ini R ingin menemui KS untuk meminta izin melakukan observasi di SD Muhammadiyah Ngijon 1. Sayangnya, saat itu KS sedang ada acara sehingga beliau tidak hadir di sekolah. Akhirnya, R memutuskan untuk menemui ET kelas 4 terlebih dahulu. R ingin bertanya tentang pembelajaran bahasa Inggris di SD Muhammadiyah Ngijon 1. Saat itu ET juga belum hadir. Atas usul salah satu guru di sana, R disuruh untuk menunggu karena ET biasanya datang ke sekolah jam 09.30. Setelah 45 menit menunggu, akhirnya ET datang. Seorang guru memberitahu kedatangan R pada ET. Setelah bertemu ET, R mengutarakan maksud kedatangannya untuk meminta izin melakukan observasi di kelas bahasa Inggris beliau dan bertanya mengenai pembelajaran bahasa Inggris di sekolah tersebut. Setelah mendapat persetujuan untuk melakukan wawancara, kemudian R meminta izin agar diperbolehkan melakukan observasi di kemudian hari. ET mengizinkan dengan syarat R harus meminta izin pada KS terlebih dahulu untuk melakukan observasi. R menyetujuinya. Setelah mendapatkan informasi mengenai pembelajaran bahasa Inggris di sekolah tersebut, R berterimakasih pada ET dan pamit pulang.

Field note 2

Rabu, 19 Agustus, 2009

(10.00)

Tempat :Kantor kepala sekolah, kantor guru

R sampai di sekolah jam 10.00. Hari ini R ingin menemui KS untuk izin melakukan observasi kelas. Sebelum ke kantor Kepala sekolah. R bertanya pada salah seorang guru yang baru saja keluar kelas untuk memastikan apakah KS berada di sekolah atau tidak. Setelah mendapat informasi kalau KS ada di kantornya, R segera menuju kantor Kepsek. Setelah mengetuk pintu, KS menyuruh R masuk. R memberi salam dan mengutarakan maksud kedatangannya. Pak Sudiyono, KS SD Muhammadiyah Ngijon 1 menyambut baik niat R. Beliau mengizinkan R untuk melakukan observasi kelas. Dari informasi yang diberikan KS, R mengetahui kalau mahasiswa dari UNY ataupun universitas lainnya juga sudah banyak yang melakukan penelitian di sana. Pak Sudiyono kemudian menyuruh R untuk menemui Mr. Ping, ET kelas 4, 5, dan 6

karena observasi itu nantinya berkaitan dengan pelajaran bahasa Inggris yang diampu oleh Mr. Ping. R berterimakasih pada KS dan mohon pamit untuk menemui Mr. Ping. Setelah dari kantor kepala sekolah, R pergi ke kantor guru untuk menemui Mr. Ping. Setelah bertemu, R memberitahu Mr. Ping kalau KS sudah memberi izin padanya untuk melakukan observasi. Setelah mendapat persetujuan dari Mr. Ping untuk melakukan observasi pada hari itu, R mengikuti Mr. Ping masuk ke kelas 4A untuk mengamati situasi dan kondisi kelas saat pelajaran bahasa Inggris berlangsung.

Field note 3

Rabu, 19 Agustus 2009

(10.25. Observasi awal)

Pelajaran di mulai pukul 10.25. ET masuk ke dalam kelas. Beberapa Ss masih ada di luar kelas dan sebagian besar Ss masih ramai dan asyik mengobrol dengan temannya. ET menyuruh salah satu Ss laki-laki untuk menghapus papan tulis. T memperkenalkan R kepada Ss. ET menyuruh R untuk duduk di bangku belakang di barisan Ss putri.

ET kemudia berdiri di tengah-tengah kelas yang berbentuk U. Tidak ada sapaan dalam bahasa Inggris. ET langsung mengucapkan salam “Assalamualaikumwarahmatullahiwarahkatu.” Untuk mengawali pelajaran. Setelah itu ET menanyakan PR pada Ss. “Apakah ada PR?” Tanya ET. “Tidak Mr...” Jawab Ss dengan tidak bersemangat. Beberapa Ss masih asyik mengobrol dengan teman mereka. Sebagian besar Ss terlihat mengipasi badan mereka dengan buku tulis karena siang itu udara di ruangan kelas terasa panas. ET kemudian memulai pelajaran. ET mengambil buku paket dari dalam tas dan membukanya. ET menyuruh Ss untuk membuka buku paket ‘Growth With English’ halaman 19. ET kemudian menyuruh Ss untuk membaca kosakata yang terdapat pada halaman tersebut. Sebagian besar Ss tidak mematuhi perintah ET. Mereka masih asyik mengobrol dengan teman sebangku mereka. Terlihat tiga Ss meletakkan kepalanya di atas meja untuk tiduran. Tiba-tiba empat Ss yang tadi ke kamar kecil masuk kelas tanpa mengucapkan permissi. Mereka langsung duduk di kursi masing-masing dan bertanya pada teman yang ada di depannya tentang aktifitas yang sedang dilakukan. Mereka kemudian membuka buku paket dan sekilas melihat halaman 19 dan kemudian dua Ss diantara mereka kembali mengobrol. ET tiba-tiba sudah berdiri di samping dua Ss yang mengobrol tadi dan bertanya. “Dari mana kalian?” Kemudian salah satu Ss menjawab. “Dari kamar kecil Mr.” Setelah itu ET menyuruh mereka untuk membaca kosakata yang ada di halaman 19.

Sepuluh menit kemudian, ET menyuruh Ss untuk menirukan ucapannya saat membaca kosakata yang ada di halaman 19. Ss menirukan dengan tidak bersemangat. Setelah itu, ET menerangkan tentang kalimat ‘*giving information*’. ET mencontohkan dengan kalimat ‘It is a blackboard’ dengan menunjuk papan tulis. Kemudian ET menyuruh Ss membuka buku paket halaman 21 dan bertanya

secara lisan. “What is this?” Tanya ET sambil menunjuk gambar peraut pensil yang ada di buku paket. Ss terdiam. Ada seorang Ss putri yang menjawab. ‘Peraut pensil ...’. ET kemudian mengoreksinya dalam bahasa Inggris. “Dalam bahasa Inggris di sebut pensil sharpener. Coba ulangi” Kata ET sambil menyuruh semua Ss untuk mengulangi ucapannya. ET kemudian melanjutkan pertanyaan. “What is this?” Tanya T sambil menunjuk gambar penggaris. Beberapa siswa membuka halaman 19 dan menjawab bersama- sama. “Ruler...”. Jawab Ss. “Good...” Kata ET. Dari respon yang diberikan Ss terhadap pertanyaan ET, Ss tidak dapat menjawab pertanyaan ET dalam bahasa Inggris jika tidak melihat daftar kosakata yang ada di buku paket.

Setelah itu ET menjelaskan materi yang ada di halaman 22. ET mengajarkan ekspresi meminjam barang pada Ss. “May I borrow your eraser, please?” Kata T mencontohkan ekspresi meminjam barang.

ET kemudian menyuruh Ss membuat dialog pendek tentang ekspresi meminjam barang dan responnya. Barang- barang yang di pinjam, dituliskan di papan tulis dalam bahasa Indonesia. ET menyuruh Ss untuk mentranslatenya ke bahasa Inggris dan menyuruh mereka untuk membuat ekspresi meminjam barang dengan barang yang di tulis di papan tulis. **Saat Ss di suruh untuk mengerjakan latihan yang diberikan, terlihat banyak Ss yang mengerjakan tugas sambil mengobrol dengan temannya. Mereka asyik bercerita sendiri. Saat ET bertanya apakah pekerjaan mereka sudah selesai, Ss menjawab belum. Banyak dari mereka ribut bertanya tentang bahasa Inggrisnya kosakata tentang nama barang- barang yang di tulis di papan tulis. Akhirnya ET memberikan perpanjangan waktu pada Ss untuk menyelesaikan pekerjaan mereka.**

30 menit waktu yang dibutuhkan Ss untuk mengerjakan latihan. 5 menit kemudian ET menyuruh mereka berhenti mengerjakan dan mengoreksi jawaban mereka. ET menyuruh Ss secara acak maju ke depan untuk menuliskan jawabannya. Dari 5 Ss yang maju ke depan, hanya 2 Ss yang betul dalam menuliskan kalimat dengan ejaan kata yang tepat. 3 Ss masih salah dalam menuliskan ejaan kata atau salah dalam memilih kata yang tepat.

Setelah itu, ET bertanya pada Ss siapa yang benar semua. Tidak ada Ss yang mengangkat tangan. ET kemudian menyuruh Ss membuka buku paket halaman 24. ET menyuruh Ss untuk menemukan kata- kata yang ada pada kotak huruf sesuai dengan gambar yang menerangkannya. Waktu tinggal 5 menit lagi. ET segera membahas jawaban bersama- sama. Sebagian besar Ss dapat menemukan kata ‘pensil, eraser, dan ballpoint’. ET kemudian menambahkan kata- kata seperti board, pensil sharpener, pensil case, bag, etc. **Karena waktu habis, ET menyuruh Ss untuk mempelajari materi di halaman 32 dan 33 di rumah.** Jam sudah menunjukkan pukul 11.30. ET kemudian mengakhiri pelajaran dan menyuruh Ss untuk menghapus papan tulis.

Field note 4

Kamis, 28 Januari 2010

(13.10)

Pertemuan I

Jam menunjukkan pukul 1.10 menit. Pelajaran bahasa Inggris seharusnya dimulai sejak pukul 1, tetapi karena hari itu hujan, Ss kelas 4A masih banyak yang berteduh di mushala setelah melaksanakan shalat Dzuhur berjamaah. Hujan mulai reda lima menit kemudian. Ss tampak berlari memasuki gerbang sekolah dan langsung menuju ke kelas mereka. ET tiba tiga menit kemudian. ET segera menyuruh Ss yang masih di luar kelas untuk masuk ke dalam kelas dan mengajak R ikut serta.

Situasi kelas terlihat gaduh. Ss masih banyak yang mengobrol dengan temannya dan berjalan- jalan menuju bangku temannya. ET segera menertibkan Ss yang masih berjalan- jalan di dalam kelas untuk kembali ke bangku mereka dan duduk rapi. “Ayo anak- anak, waktu kita sudah terbangun banyak. Duduk yang rapi. Kalau masih ada yang ramai nanti bapak suruh melawak didepan kelas.” Kata ET. Ss duduk kembali di bangku masing- masing dengan malas. Mereka terlihat lemas. Pada hari Kamis, Ss kelas 4A belajar bahasa Inggris pada jam 13.00.

Setelah Ss tenang, ET menyuruh R untuk memberitahu maksud kedatangannya di kelas 4A. Terlihat sebagian besar Ss berbisik- bisik pada teman disebelah mereka. “Itu mbaknya yang kemarin Mr?” Tanya seorang siswa laki- laki pada ET. “Iya, ini kakak mahasiswa UNY yang kemarin memberikan test bahasa Inggris pada kalian. Silahkan mbak.” Kata ET mempersilahkan R untuk berbicara di depan kelas. R kemudian memperkenalkan diri lagi dan memberitahu maksud keberadaannya di kelas 4A. Setelah mengetahui akan ada penelitian di kelas mereka, para Ss berteriak senang. “Horee...”seru beberapa Ss.

ET menyuruh R untuk duduk di bangku belakang bersebelahan dengan tiga Ss putri. Ss tampak gaduh, mereka terlihat penasaran, Beberapa kali Ss yang ada di depan menengok ke belakang dan melihat kearah R sambil tersenyum.

“OK, class. Sekarang waktunya belajar.” Kata ET menertibkan sebagian Ss yang masih gaduh. “Kalau ada yang masih ramai nanti saya suruh maju ke depan untuk bernyanyi.” Ss berhenti membuat gaduh. Seperti kesepakatan kemarin, sebelum memulai pelajaran, ET menyapa Ss terlebih dahulu.

“Good afternoon, everybody” Seru T dengan penuh semangat. Ss terdiam sesaat untuk mencerna apa yang baru saja diucapkan oleh ET mereka. Sebagian Ss berbisik- bisik dengan teman disebelahnya. ET memahami situasi yang terjadi. Sebelumnya dia tidak pernah mengucapkan salam ketika akan memulai pelajaran. Akhirnya ET memberitahu cara menjawab sapaan tersebut. ET kemudian menyapa Ss lagi “Good afternoon everybody?” seru ET. “Good afternoon...”jawab Ss seperti yang dicontohkan oleh ET barusan. “How are you today?”. “I am fine, thank you.”beberapa Ss menjawab salam dari ET dan Ss

lainnya memilih diam. Mereka kelihatan masih tidak PD dalam menjawab salam dalam bahasa Inggris.

Setelah menyapa, ET mengajak Ss untuk bernyanyi. Judul lagu yang dinyanyikan adalah “*My Body*”. Pertama ET memberikan contoh cara menyanyikan lagu tersebut dengan pengucapan yang jelas dan menggunakan gerak tubuh (sambil bernyanyi menyentuh anggota tubuh yang disebutkan). Setelah itu ET menyuruh Ss untuk bernyanyi sendiri. Sebagian besar Ss masih terbata-bata saat menyanyikan lagu tersebut sehingga ET ikut bernyanyi bersama mereka. Ketika ET menguji konsentrasi Ss dengan menyebutkan salah satu anggota tubuh, contohnya *knees* tapi ET menyentuh tangan, Ss ikut-ikutan menyentuh tangan. Mereka tidak tahu kalau ET sedang mengecoh mereka.

“Nah...,kalian salah memegang. Mr bilang *knees* kok yang dipegang *hand*, hayo...Kalian kurang konsentrasi.” Kata ET sambil tersenyum. Seketika itu kelas gaduh oleh suara tawa para Ss.

ET menyuruh 2 orang Ss maju ke depan kelas untuk membantunya menempelkan diagram mind mapping ke papan tulis. Banyak Ss yang maju ke depan tanpa disuruh untuk melihat barang yang di bawa oleh ET mereka dari dekat. “Apa itu Mr?” Tanya salah satu Ss.

“Nanti kalian akan lihat. Sekarang ayo duduk di kursi kalian masing-masing.” Seru ET sambil membubarkan kerumunan Ss yang ada di depan kelas. Setelah diagram mind mapping selesai ditempel di papan tulis, banyak Ss yang berkomentar. “Weh...ada banyak gambar.” Kata salah seorang Ss. “Gambarnya bagus. Siapa yang menggambar Mr?” Tanya Ss yang lain. Ss kini sibuk melihat ke arah diagram mind mapping. ET kemudian menjelaskan apa itu mind mapping dan sebagian Ss mengangguk-anggukkan kepala mendengarkan penjelasan dari ET.

ET menunjuk gambar seorang gadis kecil dan berkata “*Look at the picture. Kira-kira topik yang akan kita pelajari hari ini tentang apa?*” Tanya ET sambil menunggu reaksi dari Ss. “Tentang bagian-bagian tubuh Mr...”Jawab beberapa Ss. “Tentang body...”Jawa seorang Ss laki-laki dengan suara lantang. “*Right.*” Jawab ET “Topik yang kita pelajari hari ini adalah *part of the body*. Setelah memberitahu topik materi, ET memberitahu kosakata tentang nama-nama anggota tubuh yang ada pada cabang pertama. “*What is this?*” Tanya ET sambil menunjuk gambar *face*. Ss ragu-ragu dalam menjawab. Salah seorang Ss menjawab dalam bahasa Indonesia “wajah...”. “*In English please...*”seru ET. ET kemudian menuliskan huruf ‘*f*’ pada sebuah cabang utama. “*face...*” kata seorang Ss perempuan.”*Right. It is face*” kata ET sambil menekankan penggunaan kata *it is*. ET menuliskan kata *face* dalam ukuran besr. “*What is this?*” Tanya ET sambil menunjuk gambar leher. Semua Ss diam. ET menuliskan huruf ‘*n*’. “Hayo apa ini?”. Ss tetap diam. Akhirnya ET menuliskan kata *neck* pada cabang yang tersedia. “Coba kalian baca” perintah ET. “*/nek/...*”jawab Ss bersama-sama.

“Good...”kata ET. Dari kosakata tentang nama- nama anggota tubuh, Ss dapat menebak 5 anggota tubuh dengan benar, seperti *eyes, nose, hand, hair, and foot*. ET kemudian beralih pada kosakata yang ada pada cabang kedua. Dengan bantuan kosakata yang ada pada cabang pertama dan adanya *key pictures* yang ada di setiap cabang, ET memberitahu kosakata tentang macam-macam kata kerja yang menerangkan fungsi dari anggota tubuh. **“Look at the picture?”** perintah ET sambil menunjuk gambar mata. **“What is the function of eyes?”** tanya ET Sambil menunjuk gambar pemandangan. **“Untuk melihat...”**celetuk seorang Ss. **“In English please...”** koreksi ET. **“to see...”**jawab dua orang Ss dengan nada pelan. **“Right. The function of eyes is to see.”** Kata ET sambil menuliskan kata *see* di dekat gambar pemandangan. ET kemudian menerangkan fungsi dari anggota tubuh yang lain dengan cara yang sama. Setelah semua kata selesai di presentasikan, T menyuruh Ss untuk membaca semua kata yang ada pada diagram mind mapping. Kata yang di tunjuk ET harus di baca nyaring oleh Ss sehingga ET dapat mengecek pronunciation Ss. Ketika ET menunjuk kata *listen*, sebagian besar siswa membacanya dengan pronounce */listen/*. Lalu ET mengoreksi pengucapan Ss dengan mengatakan */lisen/* dan menyuruh Ss untuk menirukannya.

Untuk aktifitas pertama , ET menyuruh Ss untuk menghafal kosakata yang ada pada diagram mind mapping yang ada di papan tulis. **“Ok class, sekarang kalian hafal semua kata yang ada pada diagram mind mapping ini.”** Kata ET sambil menunjuk diagram mind mapping. **“Mr beri waktu lima menit untuk menghafalnya.”** Kata ET lagi. **“Ya...Mr, kok waktunya dikit?”** beberapa Ss protes. **“Ayo di coba dulu. Dulu kalian sudah pernah belajar kosakata tentang bagian- bagian tubuh juga kan?”** Tanya ET meminta persetujuan siswa. **“Gimana menghafalnya Mr?”** tiba- tiba seorang Ss menyelutuk. **“Tinggal kalian baca semua kata- katanya terus kalian hafalkan.”** jawab ET. Semua mata Ss menatap ke arah diagram mind mapping. Mulut mereka terlihat komat kamit.

Setelah lima menit kemudian, ET menyuruh Ss berhenti menghafal kosakata dan melepas diagram mind mapping dari papan tulis. Di bantu oleh R, ET membagi kertas berisi kerangka mind mapping pada semua Ss. **“Ok class, sekarang kalian lengkapi cabang- cabang yang masih kosong dengan kosakata yang tepat sesuai dengan gambar yang menerangkannya. Mr beri waktu 8 menit untuk mengisi cabang- cabang yang masih kosong dan ingat, saat mengerjakan kalian tidak boleh buka buku, kamus, atau menyontek teman.”**kata ET. **“Ya...Mr...”**beberapa Ss mengeluh. **“Ini buat latihan kalau ulangan nanti.”** Lanjut ET. Sebagian besar Ss tampak bingung saat mengisi cabang- cabang yang ada pada diagram mind mapping. **Beberapa Ss terlihat menggaruk-ngaruk kepala dan ada Ss yang mengigit ujung pensil.** Selama aktifitas berlangsung, tidak terlihat Ss yang bercanda dangan temannya atau membuat gaduh kelas. Banyak Ss yang bertanya pada ET apakah kata yang mereka tulis, ejaannya sudah benar atau belum. Setelah melihat hasil

pekerjaan Ss, ET menyuruh Ss untuk lebih teliti dalam menuliskan ejaan kata.

Setelah 8 menit kemudian, ET menyuruh Ss untuk berhenti menulis dan menukarkan hasil pekerjaan mereka pada teman di sebelahnya. Untuk mengoreksi hasil pekerjaan Ss, ET menunjuk beberapa Ss secara acak untuk maju ke depan menuliskan nama anggota badan dan fungsi dari anggota badan tersebut. Dari 15 orang Ss yang maju, 5 orang masih salah dalam hal penulisan kata. Contoh: *Shoulder* ditulis *sholder*, *knees* ditulis *kness*, *neck* ditulis *nice*. Setelah pekerjaan Ss dicocokkan, diketahui sebagian besar Ss rata-rata mereka mendapat nilai 7. Tiga orang Ss mendapat nilai terendah, yaitu lima. Lima Ss mendapat nilai 6 dan nilai tertinggi, 10, di dapat oleh empat orang Ss.

ET kemudian mengajarkan materi mengenai ‘giving instruction and the respond’ dengan menggunakan kata kerja yang baru saja dipelajari siswa. “Sekarang Mr akan memberikan perintah kepada kalian dan tolong kalian peragakan apa yang akan saya katakan, Ok...?” Kata ET. “Ok...” jawab Ss secara serempak. “Nanti ketika Mr menyuruh kalian untuk melakukan sesuatu, kalian menjawab ‘Ok’ atau ‘Sure’, Ok...?” kata T. “Ok...” Jawab Ss. Sebagian Ss tertawa dengan kata Ok yang di ucapkan berulang-ulang oleh ET. “Ok class...touch your nose.” Perintah ET sambil memberi contoh gerakan memegang hidung. “Ok...”Seru Ss sambil mengikuti gerakan ET. Kemudian ET menuliskan di papan tulis cara penulisan instruksi yang benar. ET memberi penekanan pada kata ‘*please*’ dengan menggunakan kapur berwarna pink. ET kemudian memberi perintah lagi pada Ss. “Stamp your right foot.” Enam orang Ss tampak bingung. Mereka kemudian memperhatikan gerakan dari Ss lainnya dan mengikuti gerakan mereka dengan menghentakkan kaki sebelah kanan. Saat mereka di suruh untuk bertepuk tangan dan memegang lutut, Ss dapat memperagakannya dengan benar.

Untuk aktifitas selanjutnya, ET membagi Ss menjadi dua kelompok, A dan B. Masing-masing kelompok berbaris dari depan ke belakang. Ss terdepan dari kelompok A memberikan instruksi pada Ss terdepan dari kelompok B berdasar gambar yang dia pegang. Ss dari kelompok B akan memperagakan instruksi yang diberikan Ss dari kelompok A sambil berkata ‘Ok’ or ‘sure’. Ada delapan gambar aktivitas yang di gunakan dalam role play ini. Gambar-gambar tersebut menggambarkan aktifitas bertepuk tangan, memegang hidung, memegang lutut, menendang bola, memegang bahu, menghentakkan kaki, dan mengangkat tangan, memegang buku. Dari 16 pasang Ss yang melakukan role play, 12 pasang dapat melakukan tugas dengan baik. 4 Ss dari kelompok A tidak dapat memberikan instruksi dengan baik dan ET membantu mereka dalam memberikan instruksi. 2 Ss dari kelompok B tidak dapat melakukan instruksi yang diberikan oleh Ss dari kelompok A dengan tepat. Banyak Ss yang sudah mendapat giliran melakukan

Role-play membuat kelas gaduh dengan berkejar- kejaran dengan teman mereka di dalam kelas dan itu mengganggu konsentrasi Ss yang sedang melakukan role play.

Jam sudah menunjukkan pukul 14. 25 menit. Biasanya mereka pulang jam 14.10 menit. Ss sudah tidak sabar untuk pulang, mereka terus saja ribut ingin segera pulang dari jam 14.00 tadi, ditambah dengan cuaca yang mendung. Setelah semua Ss melakukan tugasnya, akhirnya ET menyuruh Ss untuk duduk yang rapi karena sebentar lagi akan pulang. Sebelum pulang ET dengan dibantu R membagikan mind mapping diagram tentang '*part of the body*' pada semua Ss dan membagikan diagram mind mapping tentang macam- macam aktifitas yang dilakukan oleh anggota- anggota badan dan macam- macam kondisi yang menerangkannya. Contoh macam- macam aktifitas 'eat, drink, brush, comb, wash, etc dan macam- macam kondisi 'hungry, thirsty, tousled, dirty, etc". ET menjelaskan secara singkat hubungan antara noun yang menjelaskan macam- macam aktifitas dengan adjective yang menerangkan macam- macam kondisi. Setelah itu ET menutup pelajaran dengan menyuruh Ss untuk berdoa terlebih dahulu sebelum pulang.

Field note 5

Selasa, 2 Februari 2010

(10.15)

Pertemuan II

R tiba di sekolah jam 10.15 Itu berarti masih ada waktu 10 menit sebelum pelajaran bahasa Inggris dimulai. Sambil menunggu ET datang, R duduk di depan kelas 4A.

Jam menunjukkan pukul 10.25, tetapi ET belum datang juga. Bel tanda pergantian mata pelajaran berbunyi. Pintu kelas 4A terbuka dan seorang guru keluar dari kelas. Itu berarti sebentar lagi pelajaran bahasa Inggris akan segera di mulai. Akhirnya ET tiba di sekolah setelah jam menunjukkan pukul 10.30. Setelah memberitahu alasan keterlambatannya, ET mengajak R masuk ke dalam kelas.

Situasi kelas pada saat itu terlihat gaduh. Ss terlihat mengerombol di salah satu bangku temannya. Rupanya mereka sedang asyik mengobrol . Setelah ET menyuruh mereka untuk duduk, Ss dengan malas duduk kembali di bangku masing- masing. Lima Ss meminta izin pada ET untuk ke pergi kamar kecil dan ET mengizinkannya.

Sebelum memulai pelajaran, ET mengucapkan salam. "*Good morning everybody?*" dengan memberi penekanan saat mengucapkan '*good morning*'. Ss dengan lebih mantap menjawab salam dari ET. "*Good morning Mr...*". jawab Ss serentak. "*How are you today?*" Sapa ET lagi. "*I am fine. Thank you.*" jawab Ss berbarengan. Sekarang mereka tidak terlihat kikuk lagi saat menjawab salam dalam bahasa Inggris.

Setelah menyapa Ss, ET menunjukkan gambar seorang anak perempuan pada Ss. Saat mau bertanya, tiba- tiba lima Ss yang minta izin ke belakang tadi masuk ke dalam kelas tanpa permissi. ET menegur mereka, ET tidak memperbolehkan lagi

Ss pergi ke belakang secara rombongan. Setelah itu ET berjalan mengelilingi bangku Ss yang ditata dengan bentuk huruf U sambil memperlihatkan gambar yang ada ditangannya dan terakhir ET berdiri di tengah- tengah kelas. “Look at the picture” seru beliau. Anak- anak memperhatikan gambar. “How does she look like?” Tanya ET. Ss hanya diam saja dan terlihat tidak memahami apa yang baru saja dikatakan oleh ET. Akhirnya ET menerjemahkan pertanyaan ke dalam bahasa Indonesia. “Coba kalian diskripsikan ciri fisik anak perempuan yang ada pada gambar?. *For the example, she has a pointed nose.*” Kata ET sambil memegang hidungnya. Salah satu Ss menjawab “hidungnya mancung” dan kemudian siswa yang lain ikut menjawab “wajahnya bulat”, “matanya besar”. “Ok” jawab guru. “Tapi kalian harus menjawabnya dalam bahasa Inggris. “Sekarang coba perhatikan” kata ET sambil membuat menuliskan rumus tentang ‘*people’s description*’ di papan tulis. ET memberi penekanan pada penggunaan *has/ have, article*, dan letak kata sifat sebelum kata kerja. Setelah menuliskan rumus tersebut, ET kemudian membahas gambar tadi “*she has an oval face, she has short hair and a pointed nose*”. Kata ET sambil menunjuk bagian wajah yang disebut pada gambar. Beberapa Ss terlihat tidak memperhatikan ET. Mereka asyik mengobrol dengan temannya.

Setelah memberitahu materi apa yang akan dipelajari pada hari itu, ET menyuruh dua orang Ss untuk membantu menempelkan diagram mind mapping ke papan tulis. **Ketika ET menerangkan kosakata yang ada pada diagram mind mapping, pandangan semua Ss tertuju pada diagram mind mapping yang di pasang di papan tulis. Tidak ada Ss yang ramai atau melakukan aktifitas yang lain. Mereka memperhatikan ketika ET mengenalkan kosakata ‘*kind of adjectives*’ dengan menunjuk gambar yang menerangkannya.**

Cabang pertama mind mapping menggambarkan bagian- bagian wajah, dan tugas ET adalah menerangkan kata sifat yang dapat mendiskripsikan bentuk dari bagian- bagian wajah tersebut. Cara ET mengajar sama seperti kemarin. ET menyuruh Ss untuk menebak terlebih dahulu kata sifat berdasarkan gambar. **Ketika ET menyuruh mereka menebak kata yang akan ET tulis, semua Ss berusaha untuk menebaknya. Terlihat Ss yang ada di deretan bangku terdepan yang menghadap ke arah timur berdiskusi untuk menebak kosakata yang di maksud ET. “Bahasa Inggrisnya tebal apa?” Tanya seorang Ss laki- laki. “Kalo ngak tall ya thin. “Jawab teman di sebelahnya. “Ya udah jawab aja. “Tambahnya. “Jawabnya apa?”Tanya Ss laki- laki tadi. “Ya udah, thin aja.”Jawab temannya. Sebelum mereka menjawab, salah seorang Ss lain menebaknya terlebih dahulu. Thick Mr...?”Serunya. “Good...”Jawab ET. ET kemudian menuliskan kata ‘Thick’ pada cabang yang sudah disediakan. Kemudian menyuruh Ss untuk membacanya. Ss terlihat bersemangat kembali saat di suruh untuk menebak kosakata berdasarkan gambar yang menerangkannya. Mereka menebaknya dalam bahasa Indonesia atau Inggris.**

Untuk mengecek penguasaan vocabulary siswa, ET memberikan pertanyaan pada empat orang Ss untuk mendiskripsikan sebuah gambar. Ss pertama masih memerlukan bantuan ET dalam menjawab, selanjutnya ketiga Ss sudah bisa mendiskripsikan seseorang dengan menggunakan kosakata yang tepat, tapi dalam menggunakan article keempat Ss cenderung menggunakan kata 'an'. Contohnya dalam menyebutkan hidung yang pesek, Ss menggunakan artikel 'an' padahal yang benar adalah memakai 'a'. Untuk penggunaan article yang salah, ET tidak mengoreksinya.

ET kemudian menyuruh Ss untuk menghafal kosakata yang ada pada diagram mind mapping. "kalian sudah siap untuk menghafal kosakata?" Tanya ET "Sudah..." jawab beberapa Ss. **" Baik, Mr beritahu bagaimana caranya agar kalian bisa menghafal kosakata dengan mudah. Saat kalian menghafal kosakata yang ada pada diagram mind mapping, yang kalian harus lakukan adalah melihat hubungan antar kata dengan gambar yang menerangkannya."**Kata ET sambil menunjuk gambar pada salah satu cabang. **"Misalnya 'blonde'."** Kata ET sambil menunjuk kata 'blonde'. Kita perhatikan gambar yang menerangkan kata tersebut. O..ternyata blonde itu artinya pirang karena ada gambar rambut berwarna pirang di sebelahnya. Setelah itu perhatikan juga jenis katanya, 'blonde' itu menunjuk pada kata sifat yang bisa menerangkan 'hair'. Jadi kalau kalian ingat 'blonde' kalian akan ingat dengan warna rambut orang bule. Kalian mengerti..." tanya ET **"Mengerti..."** jawab semua Ss."

Setelah lima menit kemudian, ET melepas diagram mind mapping dari papan tulis. ET and R membagikan diagram mind mapping yang belum lengkap pada Ss. Kali ini Ss terlihat lebih siap dalam mengerjakan tugas daripada saat pertemuan pertama. Mereka tampak sibuk mengamati diagram mind mapping dan mengisi cabang mind mapping yang masih kosong. Kali ini mereka terbantu dengan adanya huruf bantu yang diberikan pada setiap cabang mind mapping.

Setelah 8 menit, ET menyuruh Ss untuk menukarkan hasil pekerjaan mereka pada teman mereka. ET menunjuk siswa secara acak untuk menuliskan jawaban di papan tulis. Setelah mencocokkan jawaban, ET bertanya mengenai nilai yang di dapat oleh Ss dan hasilnya adalah dari 32 Ss, 12 mendapat nilai 8, sembilan Ss mendapat 7, empat Ss mendapat nilai 9, tiga Ss mendapat nilai sepuluh, dua Ss mendapat nilai 6, dan dua Ss mendapat nilai 5.

Setelah itu ET memberikan tugas kedua. Tugas itu dikerjakan secara individu. Ada dua soal yang diberikan yaitu soal A dan B. Untuk soal A, Ss disuruh untuk menggambar wajah seseorang berdasarkan informasi yang ada pada teks sederhana, dan pada soal B, Ss disuruh untuk mendiskripsikan suatu gambar kedalam kalimat- kalimat sederhana. ET memberi waktu 20 menit untuk mengerjakannya. Saat mengerjakan tugas, banyak Ss yang

bertanya pada ET apakah jawaban mereka sudah benar atau belum. Akhirnya R berkeliling kelas untuk mengecek pekerjaan Ss.

Setelah 20 menit berlalu, ET menyuruh Ss untuk mencocokkan hasil pekerjaan mereka. “Tolong tunjuk jari yang mengambar wajah dengan benar!” Perintah ET. Terlihat 29 Ss mengangkat tangannya. “siapa yang masih salah mengerjakannya?” tanya ET dan tiga orang Ss terlihat angkat tangan. “Zulfan, kamu salahnya di mana?” Tanya ET pada salah seorang Ss. “Salah menggambar hidungnya Mr.” jawab Zulfan. “kalau kamu?” Tanya ET pada seorang Ss perempuan. “Salah gambar hidungnya juga.” Jawab Ss tadi malu- malu. “Nur..., jangan- jangan kamu salah menggambar hidungnya juga ya?” Tanya Mr Ping. “He...iya Mr.” “Kalian menggambar hidungnya bagaimana?” Tanya ET. “Pesek.” Jawab Zulfan. Setelah mencocokkan jawaban no 1, ET menyuruh Ss untuk mengumpulkan hasil pekerjaan mereka. Untuk jawaban soal no. 2 akan diteliti sendiri oleh R sebelum nanti diberikan lagi pada Ss.

Sebelum mengakhiri pelajaran, ET menyuruh Ss untuk membawa pensil warna atau spidol pada pertemuan berikutnya. Setelah itu ET membagikan diagram mind mapping ‘kind of adjective’ yang dipelajari tadi.

Field note 6

Kamis, 4 Februari 2010

(13.00)

Pertemuan III

Jam menunjukkan pukul satu ketika R tiba di sekolah. Di halaman sekolah terlihat beberapa Ss laki- laki sedang bermain sepak bola. ET terlihat sedang bercakap- cakap dengan beberapa Ss di depan kelas 4A. Melihat R sudah datang, ET segera menyuruh ss kelas 4A untuk masuk ke dalam kelas.

Suasana siang itu cukup panas, di tambah dengan aktifitas yang tadi dilakukan oleh Ss laki- laki, bermain sepak bola, membuat mereka sibuk mengipas- ngipas badan mereka dengan buku. Anak- anak tampak lelah. Untuk membuat mereka bersemangat lagi ET mengajak para Ss bernyanyi ‘*How are You Today*’. Ss dan ET bernyanyi bersama. Sepertinya Ss sudah hafal lagu tersebut.

Setelah bernyanyi, ET mengucapkan salam dan dijawab serempak oleh Ss. Mereka sudah tidak malu- malu dan ragu lagi saat menjawab salam dalam bahasa Inggris. “*Good afternoon everybody...*” seru ET dengan lantang. “*Good afternoon...*” Jawab semua Ss berbarengan. “*How are you today?*” Tanya ET lagi. “*I am fine, thank you...*” Jawab Ss dengan kompak. Tapi ada satu Ss laki- laki yang jawabannya berbeda dari temannya. “*I am not fine.*” Jawab Ss tersebut. “*Why? Are you sick?*” Tanya ET. Sambil mengeleng, Ss tadi malah ketawa. Melihat tingkah lucu temannya, Ss yang lain ikut tertawa juga. Ternyata Ss tadi hanya bercanda. ET kemudian mengoreksi, kalau Ss mau mengatakan sekarang dia sedang tidak dalam keadaan baik, orang tersebut harus bilang “*Not too well.*”

Kata ET. Beberapa Ss kemudian mempraktekkan “*Not too well Mr...*” Kata mereka sambil tertawa.

ET kemudian memulai pelajaran dengan menunjukkan gambar ruang makan dan menyuruh Ss untuk memerhatikannya. Ss melihat ke arah gambar. “Itu gambar ruang makan” kata seorang Ss cowok. ET kemudian bertanya “Is this a livingroom?”. Tanya ET. Ss terlihat berfikir sebentar. Akhirnya ada dua Ss perempuan yang duduk di depan menjawab. “*No*”. ET melanjutkan pertanyaan “*What is this?*”. Ada tiga orang Ss yang menjawab “*This is dining room*”. “*Good*” kata ET. “Ayo boys jangan sibuk sendiri” kata ET sambil melihat ke arah dua Ss yang duduk di bangku pojok paling belakang. Mereka terlihat sedang asyik mengobrol. Dari bangku belakang, R mendengar mereka sedang membicarakan kehebatan dari mainan yang mereka bawa. Mendengar teguran dari ET, mereka segera memasukkan mainan itu ke dalam tas dan kembali memerhatikan ET. ET kemudian menggulang pertanyaannya lagi “*What is this?*” kata T bersemangat. “*This is dining room*” jawab semua Ss tidak kalah bersemangat. “*Good job...*” kata ET sambil mengacungkan ibu jari. Ss tampak senang. Kemudian T memberi perintah pada Ss untuk menyebutkan barang- barang yang ada pada gambar ruang makan yang di bawanya. “*Mention the things there are in a dining room!*” kata ET. Siswa tampak diam, tidak ada yang berinisiatif untuk menjawab. ET kemudian menggulang pertanyaan dalam bahasa Indonesia “Coba sebutkan barang- barang yang ada pada gambar ruang makan ini?” “Dalam bahasa Indonesia atau bahasa Inggris Mr?” tanya Ss lagi. “Tentu saja dalam bahasa Inggris.” jawab ET. “Ya...Mr. Dalam bahasa Indonesia saja ya. saya ngak tau bahasa Inggrisnya kulkas” kata seorang Ss. “Dicoba dulu” jawab T lagi.

Ss tampak mengamati dengan serius gambar yang ditunjukkan oleh T. “*Spoon*” jawab seorang Ss. “garpu bahasa Inggrisnya apa Mr?” tanya seorang Ss. “*Fork*” jawab T. “*fork Mr..*”kata beberapa Ss. “*chair*” jawab siswa lainnya “*table*” beberapa Ss menjawab berentak. “*Good*” kata guru. Kemudian guru menyuruh siswa untuk memerhatikan ucapannya. “*There are a spoon (sambil menunjuk ke gambar), three forks, a picture, a refrigerator, two chairs, and a table in the dining room.*” kata ET. Setiap kali ET menyebutkan nama barang, ET akan memperjelas ucapannya.

ET meminta bantuan dua Ss laki- laki untuk membantunya menempel diagram mind mapping di papan tulis. “Hari ini kita belajar apa Mr?” Tanya seorang Ss. “Pake diagram mind mapping lagi ya Mr?” “iya” jawab ET. “kalian suka tidak?” Tanya ET. “Suka...” jawab Ss. “gambaranya bagus, siapa yang gambar Mr?” Tanya Ss lagi. “Coba Tanya miss Putri?” kata ET. “O..miss putri ya yang ngambar...” kata beberapa Ss. “*Ok class*, hari ini kita akan belajar tentang ‘*part of the house*’. “Coba sebutkan macam- macam ruangan yang ada di rumah kalian.”kata guru. Dari hasil jawaban siswa, sebagian besar siswa menjawab *bedroom, kitchen, dan dining room*.

Setelah itu ET mempresentasikan kosakata tentang macam- macam ruangan dengan menggunakan diagram mind mapping yang ditempel di papan tulis. ET menunjuk gambar yang ada pada setiap cabang dan menanyakan nama ruangan berdasarkan gambar yang menerangkannya. ET membiarkan Ss menebak terlebih dahulu baru setelah itu, ET menuliskan kata tersebut di dekat gambar yang tadi di tunjuk. ET memberitahu cara pengucapan katanya dan menyuruh Ss untuk menirukannya. Dari hasil tebakan Ss, Ss berhasil menebak tiga dari tujuh ruangan. Sebagian besar Ss tidak bisa menebak bahasa Inggrisnya ruang keluarga, garasi, kebun, dan kamar mandi.

Dengan menggunakan diagram mind mapping yang sama, ET memberitahu kosakata tentang fungsi dari ruangan- ruangan yang ada pada cabang kedua. Pada cabang ketiga, ET mengenalkan macam- macam perkakas rumah. ET memberitahu macam- macam perkakas pada para Ss dengan menggunakan gambar yang ada pada cabang ketiga dan menghubungkannya dengan macam- macam ruangan yang ada pada cabang kedua. Dalam hal ini ET menerapkan prinsip asosiasi dalam mengajar kosakata tersebut.

Setelah itu ET menghapus semua kosakata yang ada pada diagram mind mapping yang tadi di tulis dengan kapur berwarna. ET kemudian membagi Ss menjadi tiga kelompok. Masing- masing kelompok harus memberikan informasi tentang macam- macam barang yang ada pada gambar ruangan yang ditunjuk oleh ET. Di mulai dari kelompok A, ET menunjuk gambar bedroom. Para Ss tampak berdiskusi tentang nama ruangan tersebut dan menyebutkan barang- barang yang ada di ruangan itu. ” *It is a bedroom. There are bolster, a pillow, wardrobe, a blanket.*” Jawab mereka. Untuk kelompok B, ET menunjuk gambar kitchen. “*It is kitchen, there are a pan, a stove, a wok*” jawab beberapa Ss dari kelompok B. Untuk kelompok C, ET menunjuk gambar Bathroom. “*It is bathroom. There are a soap...toothbrush, toothpaste, a dipper*” jawab mereka. Saat menjawab ada sedikit perdebatan diantara mereka. Mereka berdebat tentang bahasa Inggris dari sikat gigi dan pasta gigi. Akhirnya semua kelompok dapat menyelesaikan tugas dengan baik.

Setelah itu, ET menyuruh Ss untuk menghafal kosakata pada diagram mind mapping yang di tempel di papan tulis selama 10 menit. Ss sibuk menghafal kosakata yang ada. Mulut mereka terlihat komat- kamit. Setelah 10 menit kemudian, ET melepas diagram mind mapping dari papan tulis. ET kemudian bertanya pada Ss “kalian semua membawa pensil warna?”. “Bawa Mr...”jawab sebagian besar Ss. Ada beberapa Ss yang tampak takut- takut memberitahu ET “Mr, saya lupa bawa” kata mereka. “Baiklah bagi yang tidak membawa, nanti bisa pinjam punya teman.” Kata ET. “Kita mau ngambar ya Mr?” tanya beberapa Ss. “Iya, hari ini kalian akan membuat mind mapping untuk memberitahu ruangan- ruangan yang ada di rumah kalian.”jawab ET. “Pake gambar Mr?”Tanya Ss lagi. “Iya, kalian juga perlu membuat gambar untuk menerangkan kosakata yang akan kalian tulis nanti.” Jawab ET. “Ngak bisa

gambar Mr” beberapa Ss yang merajuk. “Gambar sebisa kalian saja, yang penting kalian paham apa yang kalian gambar nanti. Ok” Kata ET. “Oya, kalian nanti harus mencantumkan minimal lima ruangan ya.” Lanjut ET. “Kalau lebih Mr?” Tanya seorang Ss. “Kalau lebih boleh tapi jumlahnya jangan kurang dari lima macam ruangan.

ET dan R kemudian membagikan kertas A4 pada Ss. “Bagaimana Mr cara buatnya?” rajuk seorang Ss perempuan. ET kemudian memberi contoh bagaimana cara membuat kerangka mind mapping di papan tulis. Setelah paham dengan penjelasan dari ET bagaimana cara menggambar mind mapping, Ss tampak sibuk menggambar. Awalnya mereka terlihat canggung untuk membuat gambar- gambar dan garis- garis. Mereka kelihatan lebih menonjolkan sisi keindahan dari gambar atau tampilan dari mind mapping. Setelah ET mengingatkan waktu tinggal sebentar lagi dan Ss di suruh untuk membuat gambar yang sederhana saja, Ss mulai berani untuk berekspresi.

Jam menunjukkan pukul 14.15. ET menyuruh Ss untuk berhenti menulis. Tidak ada Ss yang protes. Tampaknya mereka sudah menyelesaikan digram mind mapping mereka. ET kemudian menyuruh mereka mengumpulkan hasil pekerjaan mereka. Dari hasil pekerjaan mereka, tampilan diagram mind mapping milik Ss satu dengan lainnya berbeda. Pelajaran hari ini sudah selesai. ET membagikan diagram mind mapping tentang ‘*part of house*’ pada Ss dan menyuruh mereka untuk berdoa terlebih dahulu sebelum pulang.

Field Note 7

Selasa, 9 Februari 2010

(10.25)

Pertemuan VI

R tiba di sekolah jam 10.25 bertepatan dengan berbunyinya bel tanda pergantian jam pelajaran. ET segera mengajak R masuk kelas. Saat memasuki kelas 4A, ET dan R berpapasan dengan tiga Ss yang ingin keluar kelas. Mereka minta izin untuk pergi ke kamar kecil. ET mengizinkan dengan catatan mereka segera kembali ke kelas.

Saat masuk kelas, situasi kelas terlihat sedikit gaduh. Beberapa Ss asyik mengobrol dengan temannya tanpa memperhatikan ET yang sudah ada di kelas. ET segera menertibkan kelas dan menyuruh Ss yang masih ramai untuk memimpin temannya bernyanyi di depan kelas. Mendengar perintah ET, para Ss segera diam dan memperhatikan T. Tiga Ss yang tadi pergi ke belakang kembali masuk kelas dan langsung duduk di bangku mereka.

Sebelum memulai pelajaran, ET mengucapkan salam. “*Good morning everybody?*” Sapa guru bahasa Inggris. “*good morning...*” jawab siswa serempak. “*How are you today?*” Sapa ET lagi “*I am fine. Thank you.*” Seru para Ss.

Setelah menyapa Ss, ET memperlihatkan gambar anak laki-laki yang sedang tidur. ET kemudian bertanya pada siswa “*Where is Doni?*” Tanya ET. Sebagian besar Ss tampak kebingungan dan ada beberapa diantaranya yang bertanya pada teman di sampingnya. R mendengar ada Ss perempuan di bangku belakang yang bertanya pada temannya. “*Where* itu artinya dimana kan? Jadi Jawabannya ada di kamar tidur ya..?” tanya Ss tersebut. “Iya, sana kamu jawab.” Suruh temannya. Setelah itu mereka diam lagi. Dari bangku paling depan beberapa Ss menjawab “*in bedroom*” jawabnya. “Tuh kan...”kata Ss yang ada di bangku belakang. “*Good*. Tapi yang lain, mana suaranya...” Kata ET.

ET kemudian menjelaskan penggunaan kata ‘*where*’ untuk menanyakan keberadaan seseorang dan bagaimana cara menjawab pertanyaan tersebut. Penggunaan *preposition* untuk memberitahu letak sesuatu juga di bahas oleh ET. Saat itu T membahas *preposition* seperti *in, on, above, under, between, among, behind, in front of* dengan menggunakan diagram mind mapping. Kemudian ET bertanya pada Ss lagi “Sekarang Mr bertanya tentang aktifitas yang sedang dilakukan oleh Doni. Coba perhatikan gambar yang Mr bawa. *What is Doni doing?*” Tanya T. Ss yang sudah mengerti maksud pertanyaan ET segera menjawab “*sleep...*” jawab mereka. Kemudian T mengoreksi jawaban Ss. “*Doni is sleeping.*” Kata ET. “kita harus menggunakan *present continuous tense* untuk memberitahukan kegiatan yang sedang berlangsung “Coba kita ulang bersama-sama” pinta ET. Ss kemudian bersama-sama menirukan apa yang di ucapkan oleh ET. “*Doni is sleeping*”. “*Good job...*” Seru ET. ET kemudian menjelaskan penggunaan *present continuous tense* untuk memberitahu aktifitas yang sedang dilakukan. ET kemudian menuliskan rumus *present continuous tense* di papan tulis.

ET dengan di bantu R membagikan kertas berisi lima soal kepada masing-masing anak. “Ok class, sekarang perhatikan lima soal yang ada di tangan kalian. Tolong pasangkan aktifitas- aktifitas yang ada di sebelah kiri dengan gambar ruangan- ruangan yang ada di sebelah kanan yang menunjukkan di mana aktifitas itu seharusnya dilakukan. Mr akan memberi kalian waktu lima menit untuk mengerjakannya. Kalian mengerti?” Tanya ET. “Mengerti...”Jawab Ss berbarengan. “Soalnya gampang.” Kata seorang Ss cewek yang ada di bangku belakang. Ss terlihat santai saat mengerjakannya. Mereka tidak mengalami kesulitan. Setelah selesai, guru menyuruh Ss untuk mengoreksi pekerjaan mereka bersama-sama. ET mencocokkan jawaban secara lisan, Dari hasil pekerjaan siswa, hampir seluruh Ss mendapatkan nilai sepuluh dan hanya dua Ss mendapat nilai 8.

ET kemudian membagikan soal latihan kedua pada Ss. Untuk latihan kedua, soal diberikan dalam dua bentuk. Pada soal bentuk A, Ss di suruh untuk memberikan informasi tentang tempat di mana model dalam gambar berada dan aktifitas apa yang sedang di lakukannya. Untuk soal B, Ss di suruh untuk memberikan tanda pada kotak yang ada pada table dengan benar. Pada aktifitas ini, siswa harus membaca informasi tentang posisi barang- barang diletakkan dan mencocokkan

antara gambar barang yang ada pada lajur kiri table dengan gambar yang menunjukkan di mana letak barang tersebut di kolom paling atas.

Ss tampak serius mengerjakan soal. Dilihat dari cara mereka mengerjakan soal dan menuliskan jawabannya, mereka sebenarnya sudah tahu bagaimana cara mengerjakannya, mereka hanya malas untuk menuliskan jawabannya dan tidak PD dengan jawaban mereka. Berulang kali mereka bertanya apakah jawaban yang mereka tulis itu sudah benar atau belum. Ada juga beberapa Ss yang meminta bantuan ET untuk memberi contoh cara mengerjakannya.

ET kemudian mengingatkan mereka kalau waktu mengerjakan tinggal lima menit lagi. Ada beberapa Ss yang tampak tegang. Terlihat ada Ss yang melirik hasil pekerjaan teman mereka. Waktu untuk mengerjakan habis, ET menyuruh mereka untuk menukarkan hasil pekerjaan mereka dengan teman disebelahnya. ET menunjuk beberapa Ss untuk maju ke depan dan menuliskan hasil pekerjaan mereka dipapan tulis. ET langsung mengoreksi pekerjaan Ss yang masih salah. Dari hasil pekerjaan Ss, sebagian besar Ss mendapat nilai tujuh dan nilai tertinggi di dapat oleh dua Ss dengan nilai 10, 3 Ss mendapat nilai 9, dan empat siswa masih mendapat nilai enam.

Jam menunjukkan pukul 11.45 menit. Sebelum guru mengakhiri pelajaran, guru membagikan digram mind mapping tentang kosakata yang Ss pelajari hari ini. ET menyuruh Ss untuk menempel diagram tersebut di dekat tempat tidur mereka. “Jangan lupa, kalau mau tidur mind mappingnya di lihat lagi ya...” pinta ET. “Iya Mr...” Jawab Ss serempak. Setelah mengucapkan salam, ET berjalan keluar kelas.

Field note 8

Selasa, 2 maret 2010

(10.20)

Pertemuan V

R tiba di sekolah jam 10.20. Itu berarti ada waktu lima menit sebelum pelajaran bahasa Inggris di mulai. ET juga sudah datang. Sambil menunggu guru mata pelajaran lain selesai mengajar kelas 4A, ET dan R membahas kesiapan materi yang akan di berikan di kelas nanti.

Jam menunjukkan pukul 10.30. pintu kelas 4A terbuka dan seorang guru keluar dari dalam kelas. Setelah menyapa guru tersebut, ET dan R masuk kelas 4A. ET segera menertibkan Ss yang masih ramai. Tidak seperti biasanya, saat T masuk kelas tidak ada siswa yang minta izin ke belakang.

ET kemudian mengucapkan salam sebelum memulai pelajaran. “*Good morning class...*” sapa ET bersemangat. “*Good morning Mr...*” jawab Ss tak kalah bersemangat. “*How are you today?*” sapa ET lagi. “*I am fine, thank you...*” jawab Ss. Suasana kelas pada saat itu tidak begitu panas sehingga Ss terlihat lebih tenang dari biasanya.

ET mengambil gambar dari dalam tasnya dan kemudian ET menunjukkan gambar tersebut pada Ss. “*Look at the picture. There is a girl in the picture.*” kata ET perlahan-lahan. Ss memperhatikan gambar dengan seksama. “*What are clothes worn by the girl?*” Tanya ET memberikan penekanan pada setiap ucapannya. “*Worn* itu apa Mr?” Tanya seorang Ss “*Worn* itu bentuk ketiga dari *wear* yang artinya memakai. “Mr, kita disuruh menyebutkan baju yang di pakai oleh anak perempuan itu ya?” Tanya seorang Ss untuk meyakinkan tebakannya. “*Right*” jawab ET sambil menunggu jawaban Ss. ET kemudian berkeliling di depan bangku Ss yang berbentuk U sambil memperlihatkan gambar seorang anak perempuan. “*She worn...a shirt.*” Jawab salah seorang Ss. Kemudian ET mengoreksi jawaban Ss “menunjuk salah satu siswa lagi untuk menjawab. “*She wears T- shirt*” kata Ss yang ditunjuk oleh ET. “*Ok*” jawab Ss sambil tersenyum. “Warnanya disebutkan juga loh, jangan hanya *T- shirt* saja tapi *the red T-shirt?*” kata ET memberikan koreksi. Selain *T-shirt* apa lagi?” tanya ET sambil mengedarkan pandangan ke seluruh Ss. Beberapa Ss tampak berdiskusi dengan temannya. “Apa bahas Inggrisnya celana pendek ya?” Tanya seorang Ss pada temannya. “Ngak tahu.” Jawab temannya. Beberapa Ss memilih melihat ke dalam kamus. “*Short Mr...*” jawab seorang Ss perempuan yang ada di bangku paling depan. “Coba di ulang” Pinta ET. “*She...*” Ss tadi tidak melanjutkan jawabannya. “Mr, yang benar pake *worn* apa *wear?*” tanyanya lagi. “Coba dijawab dulu, soal betul atau salah itu akan kita bahas nanti.” Kata ET meyakinkan Ss agar PD dalam menjawab pertanyaan. “*She...wears a blue short.*” Jawabnya dengan suara lirih dan agak malu-malu. “*Good. Thank you.*” Kata ET. Ss tadi tersenyum mendengar komentar ET.

ET kemudian menunjukkan gambar lagi dan mengoreksi jawaban Ss. “Coba perhatikan apa yang Mr ucapkan.” Kata ET sambil melihat reaksi para Ss. Setelah semua Ss memperhatikan, ET mulai mengoreksi jawaban dari Ss. “Untuk memberitahu apa baju yang sedang di pakai oleh seseorang, kita menggunakan rumus Present continuous tense. Kalian masih ingat rumusnya?” Tanya ET. Sebagian besar Ss menjawab ingat “*memakai to be Ving ya Mr?*” jawab seorang Ss. ET kemudian meminta persetujuan dari Ss yang lain, dan Ss yang lain membenarkan jawaban dari Ss tadi. “*Right. Sekarang kita lihat apa saja yang di pakai oleh anak perempuan dalam gambar. “Dia memakai T- shirt dan shorts. Kata short nya pakai akhiran s karena celana memiliki dua lubang untuk dua kaki, yang kiri dan kanan, right*” kata ET sambil meminta persetujuan Ss. Ss mengangguk- angguk. “Kalau begitu jawabannya adalah *She is wearing...*” ET meminta Ss melanjutkan kalimat yang dia ucapkan. Pada awalnya Ss hanya diam dan setelah ET meminta mereka untuk melanjutkan kalimat, dengan jawaban mereka tadi, sebagian besar Ss segera menjawab “*A red T- shirt and blue shorts.*”. “*Right*” kata ET sambil mengacungkan satu ibu jarinya.

ET kemudian menyuruh dua Ss untuk membantunya menempel mind mapping ke papan tulis. Saat gambar sudah tertempel, semua Ss melihat ke arah diagram mind mapping. Ada beberapa Ss yang terdengar mengomentari gambar yang ada pada

diagram mind mapping. “Ada gambar mantel” kata seorang Ss yang duduk di belakang. “Mana?” Tanya teman disebelahnya. “itu...” jawab Ss sambil menunjuk ke arah gambar mantel hujan. “o iya” jawab temannya. Setelah T menjelaskan topik yang akan dipelajari hari ini ET menyuruh Ss untuk menebak nama- nama pakaian dan aksesoris/ pelengkap pakaian berdasarkan pada gambar dan kata kunci yang ada pada diagram mind mapping. Kata kuncinya adalah situasi atau tempat dimana kita bisa menggunakan pakaian dan aksesoris/pelengkap pakaian yang di maksud seperti *beach, school, office, cold, hot, rain, etc.*

Setelah Ss menebak, ET menuliskan kata tersebut di dekat gambar yang di tunjuk oleh guru. Setelah itu ET akan memberitahu cara pengucapan kata tersebut dengan benar dan menyuruh Ss untuk menirukannya. Dari hasil tebakan Ss, sebagian besar Ss hanya dapat menyebutkan kosakata seperti *jacket, shoes, T-shirt, shirt, shorts, umbrella.*

ET menyuruh Ss untuk menghafal kosakata yang ada pada diagram mind mapping selama 5 menit. Ketika ET memberi aba- aba untuk menghafalnya , Ss mulai menghafal kosakata. Di antara mereka tidak ada yang berbicara sendiri atau bercanda dengan temannya. Terlihat ada beberapa Ss yang menggunakan jari telunjuk untuk membantunya menghafal kosakata. Dia mengerakkan jari telunjuknya ke udara seolah- olah dia sedang menulis.

Setelah lima menit, ET melepas diagram mind mapping dari papan tulis dan menyuruh Ss untuk mengisi cabang mind mapping yang masih kosong. Saat Ss melengkapi diagram mind mapping, ET mengingatkan agar mereka lebih teliti dalam menentukan apakah kata yang mereka tulis itu memiliki bentuk tunggal atau jamak.

Setelah delapan menit berlalu, ET segera menyuruh Ss untuk menukarkan hasil pekerjaan mereka pada teman mereka. Kemudian ET menunjuk beberapa Ss untuk menuliskan hasil pekerjaan mereka di papan tulis dan mengoreksi jawaban mereka. Dari hasil pekerjaan Ss 9 Ss mendapat nilai 10, 6 Ss mendapat nilai 9, 10 Ss mendapat nilai 8, dan Sembilan orang mendapat nilai 7. Sebagian besar kesalahan disebabkan oleh spelling yang belum tepat pada kata ‘*trousers*’ ditulis *troasers*, kata ‘*umbrella*’ ditulis *umberela*, kata ‘*socks*’ ditulis *shock*.

Sebelum ET membagikan soal latihan yang kedua ET mengecek penguasaan kosakata Ss tentang warna. “Sekarang, coba sebutkan macam- macam warna yang kalian ketahui. “Merah, kuning, hijau, Mr...”kata seorang Ss. “jawabnya harus pakai bahasa inggris dong.”kata ET. Ss berbarengan menjawab pertanyaan dari ET. Tapi karena jawaban mereka berbeda-beda, jawaban mereka terdengar tidak jelas. Akhirnya ET membuat diagram mind mapping dengan pusatnya adalah *colour* dan disekeliling pusat mind mapping ET membuat cabang dan di ujung setiap cabang di beri gambar. Setiap kali ET menanyakan tentang warna, dia akan menunjuk pada sebuah gambar yang dia buat. Contohnya ET menunjuk gambar awan dan bertanya “apa warna dari awan?” kemudia Ss secara berbarengan

menjawab *blue*. Dari jawaban Ss dapat diketahui jika sebagian besar Ss tidak dapat menebak warna ungu, abu-abu dan kuning dalam bahasa Inggris.

Setelah mempresentasikan kosakata tentang warna, ET membagikan lembar soal latihan kedua pada setiap Ss. ET kemudian menjelaskan cara mengerjakan soal-soal tersebut. Ss disuruh untuk menuliskan informasi tentang nama-nama pakaian dan aksesoris yang dipakai oleh model dalam gambar. Ada empat model dalam soal latihan tersebut. Model pertama adalah seorang laki-laki yang memakai kemeja biru, celana panjang abu-abu, dan sepatu warna hitam, model kedua adalah seorang nenek yang memakai gaun warna ungu, dan berkacamata, model ketiga adalah seorang anak laki-laki yang memakai seragam merah putih dan dasi warna merah, dan model keempat adalah anak perempuan yang memakai kaos warna pink, celana pendek warna merah, dan sandal berwarna hijau.

Setelah lima menit kemudian ET menyuruh Ss untuk berhenti menulis. Tidak ada Ss yang protes. ET menyuruh Ss untuk menukarkan hasil pekerjaan mereka pada teman di sebelahnya. Dari hasil jawaban Ss, dapat disimpulkan semua Ss dapat mengerjakan soal latihan dengan baik. Nilai terendah yang dapat oleh Ss yaitu 6 dan sebagian besar siswa mendapat nilai rata-rata 9. Saat selesai mencocokkan jawaban, jam sudah menunjukkan pukul 11.45 menit. Sebelum mengakhiri pelajaran hari itu, ET membagikan diagram mind mapping yang berisi kosakata '*Kind of clothes and accessories*' and '*kind of colors*'.

Field note 9

Kamis, 4 Maret 2010

(12.50)

Pertemuan 6

Siang itu R datang lebih awal, yaitu jam 12.50 menit. Sebelum pelajaran bahasa Inggris di mulai R mewawancarai ET terlebih dahulu. R menanyakan tentang kesiapan materi untuk hari ini dan meminta tanggapan ET terhadap kegiatan belajar mengajar bahasa Inggris pada pertemuan kemarin. Tanggapan dari ET adalah kegiatan pembelajaran, khususnya *vocabulary learning* sudah berjalan dengan baik dan hasilnya juga sesuai dengan yang diharapkan. Setelah jam menunjukkan pukul 13.00, guru mengajak R dan Ss kelas 4A yang masih bermain bola di halaman sekolah untuk masuk ke dalam kelas. Dua Ss meminta izin untuk pergi ke belakang.

Di dalam kelas, terlihat sekelompok Ss perempuan sedang asyik mengobrol. Mereka tidak menghiraukan kedatangan ET. ET berjalan ke arah mereka dan berkata "Asyik sekali..., sedang arisan ya..." kata ET sambil tersenyum. Para Ss agak kaget dan kemudian tertawa mendengar gurauan dari ET. "Tidak Mr, kami lagi mendengarkan Nur cerita." jawab seorang Ss. "Eh..., kok aku." kata Ss yang bernama Nur protes. ET kemudian menyuruh semua Ss duduk rapi di bangku mereka masing-masing.

Setelah Ss duduk dengan tertib, ET mengucapkan salam. “Good afternoon, everybody...?” sapa ET bersemangat. “Good afternoon Mr” jawab Ss serentak. “How are you today?” sapa ET lagi. “I am fine. Thank you.” Jawab Ss. Setelah mengamati kelas, ET bertanya. “Kok banyak bangku yang kosong. Hari ini ada berapa Ss yang tidak masuk?” Tanya ET. “Tiga Mr...” jawab ketua kelas. ET tidak bertanya lebih lanjut lagi.

ET kemudia bertanya pada Ss apakah mereka masih ingat dengan kosakata ‘*kind of clothes and accessories*’ yang diajarkan pada pertemuan kemarin dan sebagian besar Ss menjawab masih ingat dan beberapa Ss menjawab lumayan. Setelah itu ET memberitahukan bahwa topik hari ini masih sama dengan yang kemarin.

Untuk mengecek penguasaan kosakata Ss, ET menyebutkan macam- macam pakaian dalam bahasa Indonesia dan menyuruh Ss secara acak untuk menerjemahkan kata tersebut ke dalam bahasa Inggris. “Zulfan, bahasa Inggrisnya kemeja?” Tanya ET. “Shirt” jawab Zulfan. “bahasa Inggrisnya celana panjang, Diva?” Tanya ET lagi sambil menunjuk salah satu Ss perempuan “trousers” jawab Diva. Dari lima Ss yang menjawab pertanyaan dari ET, satu Ss masih memerlukan bantuan dari guru untuk menjawabnya. ET memancing dengan menuliskan dua huruf di papan tulis dan Ss tersebut di suruh untuk menebak jawabannya.

Setelah itu, ET menyuruh dua Ss untuk maju ke depan kelas dan membagikan empat gambar pakaian atau aksesoris pada mereka. Masing- masing Ss di beri dua gambar yang sama tetapi berbeda dalam hal warna. Untuk SS pertama, ET memberikan gambar sepatu. ET menyuruh Ss tersebut untuk menunjukkan dua gambar sepatu secara bersamaan. Kemudia di depan siswa lain, ET berkata dengan suara lantang dan dengan tempo perlahan. “May I borrow your purple shoes?” Tanya ET pada Ss yang membawa gambar sepatu. Ss tampak diam sesaat, tapi kemudian dia menunjukkan gambar sepatu yang berwarna ungu. Sepertinya dia tahu apa yang dikatakan ET. ET kemudian berkata “Thank you”.

Sebelum dia melanjutkan pada Ss kedua, guru bertanya pada semua Ss apa maksud ucapannya tadi. Beberapa Ss menjawab “Meminjam barang”. “Good...” kata ET. ET kemudian mengajarkan apa yang harus dikatakan oleh seseorang ketika dia ingin meminjam barang pada seseorang dan respon dari orang yang meminjamkan barang. “Kalau teman kalian meminjam barang pada kalian dan kalian bersedia untuk meminjamkannya, kalian harus berkata *Sure, here you are.*” Kata ET. “*kalau tidak mau meminjamkannya Mr?*” tanya seorang Ss laki- laki. “*berarti orang itu pelit.*” Jawab T sambil tersenyum dan Ss lainnya tertawa mendengar ucapan ET barusan. Anak yang bertanya tadi juga ikut tertawa. ET kemudian meminta izin pada Ss kedua untuk meminjam barang. “May I borrow your yellow T- shirt?” tanya guru. Ss tersebut kemudian menjawab “Sure,...” dia tidak melanjutkan jawabannya. “*Here you are*” kata ET sambil melanjutkan jawabannya dan menyuruh Ss tersebut untuk mengulangi

jawabannya. “*Sure, here you are*” jawabnya dengan malu- malu. “Thank you...”jawab ET.

ET kemudian menyuruh dua orang Ss yang ditunjuk tadi untuk duduk kembali di bangku mereka. Lalu ET menuliskan ungkapan meminta izin dan jawabannya di papan tulis. Saat ET menulis, terlihat beberapa Ss ada yang mengobrol dengan teman mereka sendiri. Setelah selesai menulis. ET kemudian mengajarkan kepada Ss bagaimana cara mengucapkan ungkapan tersebut dan responnya. ET meminta semua Ss mengulang apa yang di ucapkan olehnya.

Setelah ET menerangkan ekspresi meminta izin dan responnya, ET mengecek pemahaman siswa terhadap materi yang di ajarkan. ET berjalan di depan meja Ss dan berhenti di depan seorang Ss perempuan sambil menunjukkan gambar topi berwarna merah. ET menyuruh Ss itu untuk meminta izin meminjam barang dengan ekspresi yang baru saja ET ajarkan. Ss itu kemudian meminta izin pada ET “May I borrow your red cap, please?” kata Ss yang di tunjuk dengan lancar. “*Sure, here you are.* Jawab ET. ET kembali mengelilingi meja Ss dan membuat sebagian besar Ss waspada. Mereka memperhatikan ET dan tidak ada yang berani melakukan aktifitas lain. ET berhenti di depan meja seorang Ss laki- laki. ET menunjuk gambar kaos berwarna ungu. Ss tersebut dengan ragu- ragu meminta izin pada ET “May I borrow...your...purple...”kata Irhas sambil malihat ke arah ET untuk meminta bantuan. Dari arah belakang, seorang Ss perempuan memberitahu “*T shirt*”. Kemudian Irhas mengulang ucapannya “May I borrow your purple T shirt?” katanya dengan lebih keras. “*Sure, here you are...*”jawab ET. Ketika ET memperlihatkan gambar gaun berwarna biru, celana panjang hitam, dan sepatu berwarna kuning, Ss yang di tunjuk oleh ET untuk mempraktekkan ekspresi ‘*giving permission*’ dapat menyebutkan barang- barang tersebut dalam bahasa Inggris dengan benar.

Untuk aktifitas kedua, ET menyuruh Ss untuk melengkapi sebuah dialog. “Tugas kalian adalah melengkapi dialog dengan ekspresi meminta izin untuk meminjam barang dan responnya.” Kata ET menjelaskan... “Mr akan memberi waktu 10 menit untuk mengerjakannya, jadi gunakan waktu dengan baik.” kata ET. Ss segera fokus pada soal latihan. Mereka sibuk menuliskan jawaban di lembar jawab yang tersedia. Selama mengerjakan tugas tidak ada Ss yang mengobrol dengan temannya atau melakukan aktifitas lainnya. Selama mengerjakan tugas, ada lima Ss yang meminta ET untuk meneliti hasil pekerjaan mereka. “Mr seperti ini?” tanya Ss sambil memperlihatkan jawabanya. “Iya, seperti ini. Tapi diperhatikan juga bendanya jamak atau tunggal.” Jawab ET sambil melihat hasil pekerjaan Ss. Ss tadi terlihat menganguk- anguk dan melanjutkan lagi pekerjaanya.

Setelah waktu habis, ET bertanya apakah semua Ss sudah selesai mengerjakan tugas dan semua Ss menjawab sudah. ET menyuruh Ss untuk menukarkan hasil pekerjaan mereka pada teman di sebelahnya. ET meminta siswa secara acak untuk

menuliskan jawabannya di papan tulis dan bersama-sama ET dan Ss mencocokkan jawaban yang ada di papan tulis. Dari 30 Ss, 25 Ss dapat menjawab seluruh soal dengan benar, 3 siswa salah satu, 2 siswa salah dua.

Jam menunjukkan pukul 14. 10 menit. Banyak Ss ribut minta segera pulang. Sebelum mengakhiri pelajaran siang itu, ET memberitahu Ss kalau hari Selasa minggu depan akan diadakan ulangan dengan materi yang sudah di pelajari dari pertemuan pertama sampai pertemuan 6, dan ET menyuruh Ss agar memberitahu temannya yang tidak berangkat bahwa minggu depan akan ada ulangan. ET menyuruh Ss untuk mempelajari kosakata yang disajikan dalam mind mapping yang diberikan oleh guru di setiap akhir sesi pelajaran. Beberapa Ss menanyakan apakah besok boleh membuka buku atau tidak, dan ET menjawab tidak. Tidak ada Ss yang protes. ET kemudian menyuruh salah satu Ss untuk memimpin doa sebelum pulang dan mengakhiri pertemuan dengan mengucapkan salam "*Good bye and see you later...*" dan Ss menjawab "*Bye...*"

APPENDIX C: INTERVIEW TRANSCRIPTS

NB: R: Researcher
T: English Teacher
S: Students

Interview 1 (Sabtu, 15 Agustus 2009)

R: "Selamat pagi pak..."
 T: "Pagi. Sudah lama menunggu?"
 R: "Lumayan pak."
 T: "Silahkan duduk. Ada perlu apa ya mbak?"
 R: "Saya Putri pak, mahasiswa UNY jurusan bahasa Inggris. Maksud kedatangan saya menemui bapak untuk menanyakan tentang pembelajaran bahasa Inggris di SD Muhammadiyah Ngijon 1 ini kepada bapak."
 T: "O...Mahasiswa UNY...Ini tugas dari kampus?"
 R: "Kebetulan untuk tugas skripsi saya pak. Saya membutuhkan informasi mengenai pembelajaran bahasa Inggris di sini. Boleh tidak ya pak?"
 T: "Ya boleh mbak. Apa yang mau ditanyakan?"
 R: "Menurut bapak pembelajaran bahasa Inggris di sekolah ini seperti apa ya pak?"
 T: "Saya sebenarnya baru mengajar di sini mbak. Tapi dari informasi pihak sekolah, pembelajaran bahasa Inggris sudah lama di selenggarakan di sekolah ini. Kalau tidak salah sejak tahun 2002 sudah dijadikan sebagai muatan lokal. Di sini juga ada ekstrakurikuler bahasa Inggris untuk kelas 4 dan 5 SD. Saya rasa pihak sekolah sendiri menyadari pentingnya bahasa Inggris, jadi ya sejak kelas 1 SD, siswa sudah di bekali dengan pelajaran bahasa Inggris."
 R: "Iya pak, dulu waktu saya kelas 6 SD, tahun 1999. Pelajaran bahasa Inggris sudah di perkenalkan sebagai ekstrakurikuler. Waktu itu hanya untuk kelas 6 SD saja."
 T: "O..ya? Berarti mbaknya lulusan sekolah sini?"
 R: "Iya pak."
 T: "Memang sebaiknya dari usia dini, siswa dibekali dengan bahasa Inggris agar nanti di jenjang yang lebih tinggi, siswa sudah tidak kaget menerima pelajaran bahasa Inggris."
 R: "Pak, adakah kendala saat pelajaran bahasa Inggris berlangsung?"
 T: "Kalau kendala pasti ada mbak. Terutama berkaitan penguasaan kosakata bahasa Inggris siswa yang masih minim."
 R: "Apa pak kesulitan siswa dalam belajar kosakata bahasa Inggris?"
 T: "Mereka kesulitan untuk menghafalkan kosakata bahasa inggris dan memahami makna katanya."
 R: "apa pak dampak dari the lack of vocabulary siswa terhadap kesiapan mereka dalam belajar bahasa Inggris?"
 T: "Banyak dari mereka yang tidak bisa memahami kalimat baik lisan maupun tulisan yang diberikan dalam bahasa inggris. Contohnya saat mereka di beri ulangan di mana mereka tidakdiperbolehkan open the book. Hasil yang mereka dapatkan tidak memuaskan dan saat mereka di suruh untuk merespon pertanyaan dalam bahasa inggris, banyak dari mereka yang tidak bisa."
 R: "Begini ya pak."
 T: "Saya kira iya."
 R: "Jadi sebenarnya penguasaan kosakata itu memiliki peran penting dalam pembelajaran bahasa Inggris ya pak?"
 T: "Pastinya mbak. Sedangkan di SD sendiri, pembelajaran bahasa Inggris juga lebih ditekankan pada pengenalan- pengenalan kosakata bahasa Inggris, dimana nantinya kemampuan mereka dalam menguasai kosakata bahasa Inggris diterapkan dalam aktifitas kelas."
 R: "Kalau kendala lainnya pak?"
 T: "Tidak tersedianya media pembelajaran bahasa Inggris di sekolah ini juga menjadi kendala."
 R: "Dampak dari ketiadaan media pembelajaran sendiri apa pak?"
 T: "Ada materi yang perlu media dalam penyampainanya, seperti mengenalkan kosakata bahasa Inggris. Kalu tidak ada media pembelajaran, materinya tidak bisa diterangkan dengan jelas."

- R: "Pak, kalau kendala yang dihadapi oleh siswa kelas 4A dan 4B sama tidak ya pak?"
 T: "Sama saja mbak. Kendalanya ya pada the lack of English vocabulary."
 R: "Siswa sendiri di kelompokkan ke dalam kelas A dan B itu berdasarkan kesetaraan atau peringkat pak?"
 T: "Sepertinya di kelompokkan berdasarkan peringkat. Biasanya siswa A lebih cepat tanggap terhadap materi yang di berikan."
 R: "Begitu ya pak. O ya pak, kalau saya ingin melakukan observasi di kelas bahasa Inggris bapak nanti boleh tidak ya?"
 T: "Boleh saja, asalkan nanti mbak Putri minta izin terlebih dahulu pada pak kepala sekolah."
 R: "Baik pak. Nanti kalau jadi melakukan observasi, saya akan menghubungi bapak lagi. Oya, bapak mengajar bahasa Inggris di kelas 4, hari apa saja ya pak?"
 T: "Kalau kelas 4A saya mengajar hari Rabu dan di kelas 4B saya mengajar hari Kamis."
 R: "Baik pak. Terimakasih atas informasi yang bapak berikan. Maaf ya pak, kalau sudah mengganggu waktu bapak."
 T: "Tidak apa-apa."
 R: "Kalau begitu saya pamit dulu pak. Assalamualaikum..."
 T: "Waalaikumsalam..."

Interview 2

(Rabu, 19 Agustus 2009, sebelum observasi awal)

- R: "Permisi pak..."
 T: "Oya mbak Putri, silahkan duduk. Bagaimana?"
 R: "Ini pak, tadi saya sudah minta izin pada pak Sudiyono untuk melakukan observasi di kelas bahasa Inggris bapak dan beliau sudah mengizinkan."
 T: "O begitu. Jadi kapan mau observasinya mbak?"
 R: "Kalau diperbolehkan saya ingin observasi kelas 4A pak. Jadi hari ini ya pak?"
 T: "Boleh saja. Sebentar lagi saya ngajar di kelas 4A. Nanti mbak Putri ikut masuk kelas saja."
 R: "Baik pak, terimakasih."

Interview 3

(Rabu, 19 Agustus 2009, setelah observasi awal)

- R: "Pak setelah ini bapak ada kelas tidak ya?"
 T: "Kebetulan tidak ada."
 R: "Pak boleh saya wawancara sebentar. Ada yang saya mau tanyakan berkaitan dengan observasi saya tadi."
 T: "Bisa. Di kantor saja ya?"
 R: "Baik pak."
 T: "Apa yang mau ditanyakan mbak?"
 R: "Pak, biasanya tugas untuk siswa diambil dari buku paket saja atau ada buku lainnya semisal LKS?"
 T: "Untuk latihannya selama ini diambil dari buku paket saja."
 R: "Kalau dari segi waktu, menurut bapak waktu yang tersedia cukup tidak untuk kegiatan belajar mengajar di kelas?"
 T: "Kurang ya mbak. Kadang ada materi yang tidak bisa diajarkan saat itu karena waktu tersita untuk menunggu siswa selesai mengerjakan tugas."
 R: "Pak, menurut bapak, apa kunci sukses siswa bisa belajar bahasa Inggris dengan optimal?"
 T: "Siswa harus menguasai kosakatanya terlebih dahulu dan banyak berlatih menggunakan bahasa Inggris baik secara lisan maupun tulisan."
 R: "Apa menurut bapak, diperlukan latihan atau aktifitas kelas yang dapat mengeksplor penggunaan kosakata yang baru saja siswa pelajari?"
 T: "Ya, itu penting karena siswa tidak hanya belajar kosakata saja dan berhenti sampai di situ. Siswa juga perlu untuk menggunakan pengetahuan yang telah mereka miliki untuk digunakan secara real, sehingga nantinya kosakata yang mereka pelajari akan terasa lebih familiar bagi mereka."

R: "Menurut bapak, problem apa yang perlu untuk segera di atasi terkait dengan pembelajaran bahasa Inggris."

T: "The students' lack of vocabulary mastery."

R: "Begitu ya pak. Kalau begitu terima kasih pak sudah mau meluangkan waktu untuk saya wawancara. Saya juga ingin minta izin jika nanti pembimbing skripsi saya sudah memperbolehkan saya untuk melakukan penelitian, saya melakukan penelitiannya di kelas bahasa Inggris bapak?"

T: "Iya, tidak apa- apa. Saya malah senang jika penelitian yang mbak Putri lakukan nanti memberikan kontribusi pada pembelajaran bahasa Inggris di sekolah ini kedepannya,"

R: "Terimakasih pak. Maaf kalau banyak merepotkan bapak."

T: "Ya, tidak apa- apa."

R: "Kalau begitu saya mohon pamit dulu. Assalamualaikum..."

T: "O ya.Waalaikumsalam."

Interview 4 (Sabtu, 30 Januari 2010)

R: "Siang, pak..."

T: "Siang mbak Putri. Ada apa ya?"

R: "Begini pak. Apakah saya bisa mewawancarai bapak sebentar?"

T: "Oya, boleh. Apa yang mau ditanyakan?"

R: "Berkaitan dengan observasi pada pertemuan pertama kemarin pak. Bagaimana menurut bapak penggunaan mind mapping pada pelajaran bahasa Inggris kemarin?"

T: "Kreatif sekali ya, mempresentasikan kosakata dengan menggunakan mind mapping."

R: "Kalau pelaksanaannya pembelajaran di kelas sendiri, kemarin bagaimana pak. Apakah sudah berjalan dengan lancar."

T: "Saya kira sudah. Materi juga sudah dapat diajarkan semuanya."

R: "Bagaimana dengan kegiatan melengkapi diagram mind mapping dengan kosakata tentang 'part of the body'? tadi masih banyak siswa yang mengalami kesulitan dalam menuliskan ejaan kata dengan benar. Menurut bapak bagaimana?"

T: "saya rasa juga begitu mbak. Siswa masih banyak yang terbolak- balik dalam menuliskan ejaan katanya"

R: "Kalau begitu, mungkin untuk aktifitas melengkapi mind mapping pada pertemuan berikutnya, penambahan huruf bantu pada setiap cabang mind mapping saya rasa perlu."

T: "Bisa mbak. Itu dapat membantu siswa dalam menulis kosakata berbahasa Inggris dengan benar."

R: "Menurut bapak bagaimana dengan aktifitas role play tadi? Bisa membantu siswa agar berani berbicara dalam bahasa Inggris tidak?"

T: "Ya, bisa membantu siswa lebih berani berbicara di depan kelas dengan menggunakan bahasa Inggris. Tapi untuk diterapkan dalam kelas dengan jumlah siswa yang banyak, saya rasa waktunya tidak cukup dan saya sendiri kesulitan dalam mengontrol siswa agar tetap tenang. Seperti tadi dapat mbak lihat, siswa yang sudah mendapat giliran berdialog malah ramai sendiri dan membuat kelas gaduh."

R: "Kalau kegiatan lainnya pak?"

T: "Sudah berjalan dengan baik. Saya senang siswa diajarkan untuk mandiri dimana mereka mengerjakan latihan yang di berikan tanpa melihat catatan."

R: "Begitu ya pak.Oya pak, materi untuk pertemuan berikutnya akan saya berikan pada bapak hari senin besok."

T: "Baik. Kalau bisa pagi ya mbak. Senin siang saya ada acara."

R: "Baik pak.Kalau begitu terimakasih ya pak, sudah meluangkan waktu bapak untuk diwawancarai. Sekalian saya juga mau pamit pak."

T: "Tidak apa- apa."

R: "Assalamualaikum.."

T: "Waalaikumsalam."

Interview 5
(Rabu, 3 Februari 2010)

- R: "Pak bagaimana dengan kegiatan belajar mengajar di kelas tadi?"
 T: "Sudah berjalan dengan lancar."
 R: "Apakah bapak menemukan kesulitan saat mengajar materi tadi?"
 T: "Saya kira tidak ada."
 R: "Apakah kegiatan belajar mengajar sudah seperti yang bapak harapkan?"
 T: "Iya."
 R: "Kalau latihan- latihan yang diberikan pada siswa tadi, apakah sudah dapat mengeksplor penggunaan kosakata yang baru saja mereka pelajari?"
 T: "Ya. Sudah."
 R: "Menurut bapak, setelah mereka di beritahu bagaimana cara menghafal kosakata dengan menggunakan mind mapping, apakah mereka mengalami peningkatan dalam hal hafalan?"
 T: "Saya rasa iya. Mereka jadi lebih mudah untuk menghafal kosakata."
R: "Pak, memberikan waktu pada siswa untuk menghafal kosakata yang telah telah dipelajari sebelum mengerjakan class activities itu perlu tidak pak?"
T: "Saya rasa perlu. Itu membuat siswa merasa lebih siap dan percaya diri dalam mengerjakan latihan atau tugas- tugas yang diberikan pada mereka."
 R: "Baik pak. Saya kira wawancaranya sekian dulu. Terimakasih bapak sudah mau meluangkan waktu untuk diwawancarai."
 T: "Ya, sama- sama mbak."

Interview 6
(Selasa, 4 Maret 2010)

- R: "pak, bagaimana penggunaan mind mapping untuk siswa dalam menguasai kosakata bahasa Inggris? Apakah itu effective?"
 T: "Ya, effective. Dengan menekankan pada fungsinya yang dapat membantu siswa untuk menghafal dan mengingat kosakata bahasa Inggris, saya rasa itu dapat membantu meningkatkan penguasaan siswa terhadap kosakata berbahasa Inggris."
 R: "Melihat cara kerja mind mapping yang menggunakan imajinasi seperti gambar, symbol, dan menggunakan asosiasi, apakah itu penting pak?"
 T: "Saya rasa penting. Imajinasi dan asosiasi berperan penting dalam membantu siswa agar dapat mempelajari kosakata bahasa Inggris dengan lebih mudah."
 R: "Menurut bapak, apa fungsi gambar yang ada di setiap cabang mind mapping saat bapak menerangkan kosakata tadi?"
 T: "Adanya picture di setiap cabang mind mapping itu memudahkan saya untuk menerangkan makna dari setiap kosakata berbahasa Inggris dengan jelas."
R: "Bagaimana dengan penerapan asosiasi pada mind mapping untuk mengenalkan koakata tentang 'kind of clothes' tadi Apakah itu membantu bapak dalam mengenalkan kosakata tersebut pada siswa?"
T: "Ya. Penerapan asosiasi dengan menghubungkan sesuatu yang siswa ketahui dapat memudahkan saya dalam membangun pemahaman siswa terhadap kosakata yang di pelajari tadi dengan lebih mudah. Jika siswa dapat membangun 'strong sense' terhadap suatu kata berbahasa Inggris, akhirnya kata tersebut dapat di ingat dengan lebih mudah."
 R: "Kalau penerapan asosiasi dalam mempresentasikan kosakata seperti apa pak?"
 T: "Dengan membuat hubungan antara kata kunci yang menerangkan macam- macam tempat dan cuaca dengan kosakata yang menerangkan macam- macam pakaian dan aksesoris. Tadi saat mempresentasikan kosakata seperti '*T-shirt, shorts, sandals*', kata- kata tersebut dihubungkan dengan kata kunci '*beach*' supaya kontek katanya menjadi jelas."
R: "Begitu ya pak. Kalau pengelompokan kosakata berdasarkan kelasnya bagaimana?"
T: "Saya rasa itu effective untuk membangun kontek kosakata yang dipelajari menjadi lebih jelas, dan penyusunan katanya juga menjadi teratur."
 R: "Begitu ya pak. Kalau begitu terimakasih ya pak sudah berkenan untuk diwawancara. Sekalian saya juga izin pamit pulang."

T: "Oya. Jadi ini pertemuannya tinggal berapa kali lagi ya?"
 R: "Satu kali lagi pak. Setelah pertemuan besok, saya akan mengadakan post- test untuk siswa."
 T: "O...begitu."
 R: "Iya pak. Kalau begitu saya mohon pamit pak. Assalamualaikum..."
 T: "Waalaikumsalam."

Interview 7
(Sabtu, 15 Agustus 2009)

Responden I (Diva)

R: "Good morning..."
 S: (tersenyum)
 R: "Namanya siapa?"
 S: "Diva"
 R: "diva lagi apa?"
 S: "habis beli makanan di kantin."
 R: "Kakak mewawancarai Diva sebentar. Boleh ya..."
 S: (mengangguk)
 R: "Menurut Diva, bagaimana tingkat kesulitan pelajaran bahasa Inggris itu?"
 S: "Sulit mbak."
 R: "Sulitnya dalam hal apa?"
 S: "Itu mbak, bahasanya beda sama bahasa kita."
 R: "Yang di maksud bahasa yang berbeda dengan bahasa kita itu seperti apa?"
 S: "Ya kosakatanya, sulit aja nerjemahin kata- katanya."
 R: "Diva merasa kosakata Diva kurang?"
 S: "Iya."
 R: "Kalau di kasih tugas oleh guru, bisa mengerjakan tidak?"
 S: "Kalau ada contohnya bisa. Tapi kalau gak tau kata- katanya ya gak bisa ngerjain."
 R: "Biasanya bagaimana Diva belajar kosakata bahasa Inggris?"
 S: "Belajar dari buku paket dan catatan dari Mr. Ping."
 R: "Catatan yang di kasih seperti apa?"
 S: "Daftar kata bahasa Inggris dan artinya dalam bahasa Indonesia."
 S: "Dipelajari setiap hari tidak catatan kosakatanya?"
 S: "he...kalau mau ulangan."
 R: "Kenapa gak setiap hari belajar kosakatanya. Khan nanti bisa fasih bahasa Inggrisnya."
 S: "Malas mbak."
 R: "kenapa malas?"
 S: "Ya gitu."
 R: "Apa karena penyajian materinya kurang menarik?"
 S: "Iya mbak."
 R: "Selain masalah penguasaan kosakata yang kurang, ada masalah lain yang berhubungan dengan pembelajaran bahasa Inggris?"
 S: "Iya. Aku merasa kesulitan saat di suruh buat kalimat."
 R: "Kenapa?"
 S: "Sering salah nulis kalimatnya dan gak tau bagaimana cara nyusun kata- katanya."
 R: "biasannya kegiatan apa yang paling banyak Diva lakukan saat pelajaran bahasa Inggris?"
 S: "Membahas soal yang ada di buku paket."
 R: "Ada buku pegangan lain?"
 S: "Tidak ada."

R: “Adik sering mempraktikkan kosakata yang baru saja adik pelajari ngak? Seperti bicara pakai bahasa Inggris gitu?”

S: “Tidak.”

R: “Oya, saat menerangkan materi, guru memakai media tidak?”

S: “Enggak. Eh, jarang nding.”

R: “Biasannya untuk mengenalkan kosakata, guru menggunakan apa?”

S: “Kartu bergambar.”

R: “Diva lebih senang guru menerangkan kosakata dengan menggunakan media atau tidak?”

S: “Menggunakan media.”

R: “Media yang bagus untuk nerangin kosakata itu yang seperti apa?”

S: “Yang ada gambarnya, trus menarik. Yang memudahkan untuk memahami arti katanya.”

R: “Begini ya. Kalau begitu terimakasih ya sudah mau di wawancarai.”

S: “Iya...”

Responden 2 (Nixon)

R: “Hallo dik...”

S: “Hallo.”

R: “Namanya siapa?”

S: “Nixon.”

R: “Nixon kakak wawancarai sebentar ya?”

S: “Ya.”

R: “Menurut adik, belajar bahasa Inggris itu susah atau gampang?”

S: “Lumayan.”

R: “Lumayan bisa atau lumayan tidak bisa?”

S: “Ya kalau tahu arti dari kata- kata bahasa Inggrisnya ya mudah tapi kalau tidak ya sulit.”

R: “Adik merasa penguasaan kosakata bahasa Inggris adik kurang atau tidak?”

S: “Merasa kurang.”

R: “apa yang membuat adik sulit untuk bisa menguasai kosakatanya?”

S: “Sulit menghafal kata- katanya mbak. Kata- kata sama tulisannya kan beda. Terus pengucapannya juga sulit. Jadi males menghafalnya deh.”

R: “Saat menghafal kosakata berbahasa Inggris, apa yang adik lakukan?”

S: “Membuka kamus atau membaca daftar kosakata bahasa Inggris.”

R: “Kalau di rumah, catatan kosakata bahasa Inggris dari guru di baca tidak?”

S: “Tidak mbak.”

R: “Adik lebih senang guru menerangkan materi dengan menggunakan media atau tidak?”

S: “Memakai media.”

R: “Media yang menarik itu seperti apa sih menurut adik?”

S: “Yang ada gambarnya, yang bisa membuat kosakata yang diajarkan jadi jelas.”

R: “Perlu tidak dalam memperkenalkan kosakata berbahasa Inggris, kosakatanya dikelompokkan menurut jenis katanya?”

S: “Perlu. Jadi mudah menghafalnya.”

R: “Ok deh kalau begitu. Mbak rasa wawancaranya sudah cukup. Terimakasih ya sudah mau di wawancarai?”

S: “Sama- sama.”

Interview 8
(Kamis, 28 Januari 2009, Pertemuan 1)

Responden I (Vira)

R: "Siang dik....?"

S: "Siang..."

R: "Kakak wawancara sebentar ya dik?"

S: "Iya"

R "Makasih. Namanya siapa?"

S: "Vira"

R: "Vira, penggunaan mind mapping untuk belajar kosakata bahasa Inggris bagaimana, menarik tidak?"

S: "Menarik miss."

R: "Apa yang menarik dari mind mapping?"

S: "ada banyak gambar yang lucu- lucu dan gambarnya berwarna."

R: "Kalau tidak berwarna, menarik tidak?"

S: "kurang menarik."

R: "Jadi gunanya warna pada mind mapping apa?"

S: "Membuat mind mapping jadi lebih menarik."

R: "kelihatan lebih hidup gitu ya tampilannya."

S: "Iya dan jadi ngak bosan belajar kosakatanya."

R: "Kosakata tentang 'part of the body' tadi dapat di terangkan dengan jelas tidak?"

S: "Iya."

R: "Apa yang membuat kosakatanya dapat diterangkan dengan jelas?"

S: "Karena ada gambar yang nerangin kata- katanya trus ada cabang- cabang untuk menghubungkan kata satu dengan kata lainnya yang berhubungan."

R: "Begitu ya. Terus tadi waktu di suruh menghafal semua kata yang ada pada mind mapping, adik mengalami kesulitan tidak?"

S: "Waktu untuk menghafal kata- katanya cuma sebentar miss, jadi ngak bisa hafal semua."

R: "Dapat nilai berapa untuk kegiatan mengisi diagram mind mapping tadi?"

S: "Tujuh."

R: "Tadi waktu Mr. Ping memberikan perintah untuk melakukan gerakan, adik bisa melakukannya dengan benar?"

S: "Iya."

R: "Apa yang membuat adik bisa memahami dan melakukan perintah dari Mr. Ping yang di berikan dalam bahasa Inggris seperti tadi?"

S: "Karena tahu arti kata- katanya."

R: "Berarti adik bisa mengingat kosakata yang di ajarkan Mr. Ping tadi ya?"

S: "Iya miss..."

R: "Baiklah kalau begitu. Saya rasa wawancaranya sudah cukup. Terimakasih ya dik..."

S: "Iya."

Responden 2 (Rahmi)

R: "Siang Dik..."

S: "Siang..."

R: "Kakak wawancarai sebentar ya?"

S: "Iya."

R: "Adik tertarik tidak dengan cara Mr. Ping mengenalkan macam- macam 'part of the body' tadi?"

S: "Tertarik."

- R: "Itu membuat adik semangat untuk belajar macam- macam 'part of the body?'"
 S: "Iya miss..."
 R: "Apa yang membuat adik tertarik dengan cara guru menerangkan vocabulary tadi?"
 S: "Karena menggunakan mind mapping."
 R: "Apakah mind mapping membantu adik dalam belajar kosakata bahasa Inggris?"
 S: "Iya. Membuat kata- katanya jadi jelas dan mudah di pahami dan di hafal"
 R: "Apa yang membuat kosakatanya jadi jelas dan mudah untuk di hafal?"
 S: "Karena ada gambarnya dan berwarna."
 R: "Menurut adik, penting tidak, mind mapping di buat berwarna- warni?"
 S: "Penting miss?"
 R: "Kenapa?"
 S: "Supaya menarik."
 R: "Tadi waktu di suruh menghafal kosakata yang ada pada mind mapping, adik mengalami kesulitan tidak?"
 S: "Iya. Kata- kata yang di hafalannya banyak sedangkan waktu yang di kasih cuma sebentar."
 R: "Sebenarnya bisa loh dik, menghafal banyak kata dalam waktu singkat. Tadi bagaimana cara adik menghafal kosakatanya?"
 S: "Semua katanya di baca terus dihafalin."
 R: "Ngak memakai strategi dalam menghafalnya? Misalnya agar hafal kata- katanya, adik mengingat gambar yang bisa nerangin katanya, trus ingat letak katanya gitu?"
 S: "Enggak miss, tadi sama Mr. Ping cuma di suruh baca kata- katanya terus dihafalin."
 R: "Tadi adik dapat berapa untuk kegiatan mengisi diagram mind mapping ?"
 S: "Enam."
 R: "Tadi adik salahnya di mana?"
 S: "Nulis ejaan katanya miss."
 R: "Masih ingat kata- kata yang penulisannya salah?"
 S: "Ehm...shoulder miss."
 R: "Tadi adik nulis shouldernya, ejaanya bagaimana?"
 S: "S-O-L-D-E-R."
 R: "Apa yang membuat adik kesulitan mengeja katanya?"
 S: "Penulisan kata sama pengucapannya beda miss."
 R: "Begitu ya. Terus untuk aktifitas role play tadi, adik kebagian tugas apa?"
 S: "Memberikan perintah."
 R: "Bisa tidak adik melakukannya?"
 S: "Bisa."
 R: "Tadi adik menyuruh teman adik untuk apa?"
 S: "menghentakkan kaki."
 R: "Bagaimana adik memberikan instruksinya?"
 S: "Stomp your foot, please!"
 R: "Good job."
 S: "Apa yang membuat adik bisa memberikan perintah dalam bahasa Inggris?"
 R: "Tahu kosakata dalam bahasa Inggris."
 R: "Sebelumnya, adik hafal macam- macam 'part of the body'?"
 S: "Enggak."
 R: "Kalau sekarang?"
 S: "Bisa hafal."
 R: "Coba kakak cek. Bahasa inggrisnya leher apa?"

S: "Neck."
 R: "Ejaannya bagaimana?"
 S: "N-E-C-K."
 R: "Pintar. Saya rasa wawancaranya cukup. Terima kasih ya dik, sudah mau diwawancarai."
 S: "Sama- sama miss."

Interview 9
(Selasa, 2 Februari 2010, Pertemuan 2)

Responden I (Rahmi)

R: "Good afternoon...?"
 S: "Good afternoon miss..."
 R: "Rahmi, kakak wawancarai lagi ya. Sebentar aja kok?"
 S: "Bentar aja ya miss, aku mau ke kantin."
R: "Iya. Rahmi, tadi waktu di suruh menghafal kosakata, masih merasa kesulitan tidak?"
S: "Tidak miss."
R: "Jadi Rahmi bisa ya menghafal kosakata tentang macam- macam kata sifat tadi?"
S: "Bisa."
R: "Waktu untuk menghafal kosakata tadi cukup tidak?"
S: "Cukup."
R: "Bagaimana cara Rahmi agar bisa mengingat kosakata yang ada pada diagram mind mapping tadi?"
S: "Dengan mengingat gambar dan letak kata."
 R: "Rahmi dapat nilai berapa untuk kegiatan mengisi diagram mind mapping tadi?"
 S: "delapan miss...(sambil tersenyum)."
 R: "Apakah hafalan kosakata Rahmi bisa membantu Rahmi saat mengerjakan tugas di kelas tadi."
 S: "Iya miss, membantu."
 R: "Membantu dalam hal apa?"
 S: "Dalam menjawab pertanyaan. Kalau ngak tau bahasa inggrisnya ya aku ngak bisa ngerjain."
 R: "Waktu ngerjain tugas, buka buku ngak?"
 S: "Enggak miss."
 R: "Ok, sekarang Rahmi sudah boleh ke kantin. Makasih ya udah mau di wawancarai."
 S: "Iya miss..."

Responden 2 (Udin)

R: "good afternoon.."
 S: (tersenyum)
 R: "Kakak wawancarai sebentar ya dik?"
 S: "Iya."
 R: "Namanya siapa?"
 S: "Udin."
 R: "Ok. Dik, tadi cara Mr. Ping menerangkan kosakata tentang macam- macam kata sifat dengan menggunakan mind mapping jelas tidak?"
 S: "Jelas."
 R: "apa yang membuat kosakatanya bisa di terangkan dengan jelas?"
 S: (melihat kiri kanan) "Karena menggunakan gambar."
 R: "Jadi gambar yang ada pada mind mapping bisa membuat kosakata yang di terangkan menjadi lebih jelas dan mudah dipahami ya?"
 S: "Iya."

R: “Adik merasa terbantu tidak dalam menghafal dan mengingat kosakata berbahasa Inggris dengan menggunakan mind mapping?”

S: “Iya.”

R: “Kenapa mind mapping bisa membantu adik untuk menghafal dan mengingat kata?”

S: “karena ada gambarnya.”

R: “Selain gambar, apalagi yang bisa membantu adik mengingat kata?”

S: “Ee...” (diam agak lama)

R: “Bagaimana dengan penyajian kosakatanya yang dilakukan secara sistematis. Artinya kosakatanya di susun secara rapi dan teratur. Apa itu dapat membantu adik menghafal dan mengingat kata?”

S: “Iya.”

R: “Alasanya apa dik?”

S: “Jadi mudah mengingat letak kata sehingga katanya jadi bisa di ingat.”

R: “Kalau waktu untuk menghafal kosakata tadi cukup tidak dik, atau malah kurang?”

S: “Cukup kok miss.”

R: “Begitu ya. Kalau untuk kegiatan mengisi diagram mind mapping dengan kosakata yang tepat tadi dapat berapa?”

S: “Sembilan.”

R: “Saat menuliskan kata, adik merasa terbantu tidak dengan dua huruf bantu yang ada pada setiap cabang mind mapping.”

S: “iya.”

R: “Membantunya dalam hal apa?”

S: “Dalam menyusun huruf.”

R: “Menurut adik penting tidak kosakata yang ada pada mind mapping di tulis berwarna warni?”

S: “Penting.”

R: “kenapa?”

S: “Memudahkan untuk menghafal kata karena kata- katanya jadi jelas dan berwarna warni.”

R: “Bisa membuat mata jadi fresh juga saat membacanya?”

S: “Iya.”

R: “Kalau penulisan kosakata yang ada pada mind mapping bagaimana, Jelas tidak untuk di baca?”

S: “Jelas kok.”

R: “Kenapa?”

S: “karena berwarna dan di tulis dengan huruf yang jelas.”

R: “Dengan kosakata yang di tulis jelas, apakah bisa membantu adik dalam mengingat ejaan katanya?”

S: “Iya.”

R: “Baiklah kalau begitu. Saya kira wawancaranya cukup. Dan terima kasih ya dik sudah mau di wawancarai.”

S: (mengangguk)

Interview 10
(Kamis, 4 Februari 2010, Pertemuan 3)

Responden I (Rissa)

R: "Good afternoon..."

S: "Good afternoon miss ..."

R: "Adik, kakak wawancara sebentar ya?"

S: "Iya."

R: "Tadi belajar tentang apa?"

S: "Macam- macam ruangan."

R: "Tadi guru menerangkan kosakatanya jelas dan menarik tidak?"

S: "Menarik."

R: "Apa yang membuat menarik?"

S: "Karena menggunakan mind mapping untuk menerangkan kosakatanya."

R: "Lalu...**apa yang menarik dari mind mapping?**"

S: "Ada gambarnya..."

R: "Menurut adik, gambar yang ada pada mind mapping memiliki fungsi apa?"

S: "Membuat mind mapping jadi bagus dan membuat katanya jadi jelas."

R: "Tadi untuk tugas membuat mind mapping bisa tidak?"

S: "Bisa."

R: "Adik membuat mind mapping untuk apa?"

S: "Untuk menuliskan macam- macam ruangan yang ada di rumahku sama menuliskan macam- macam barang yang ada di ruangan."

R: "Dalam mind mapping adik ada apa saja?"

S: "gambar, cabang..."

R: "Diwarnai tidak?"

S: "Iya."

R: "Kosakatanya dikelompokkan menurut jenisnya tidak?"

S: "Iya."

R: "Kalau pengelompokkan kosakata berdasarkan jenisnya, seperti di cabang pertama membahasa tentang nama- nama ruangan, cabang kedua membahas mengenai fungsi dari ruangan- ruangan itu, dan cabang ketiga membahas tentang barang- barang yang sering dilihat suatu ruangan. Itu dapat memudahkan adik untuk menghafal kosakata tadi tidak?"

S: "Iya."

R: "Kenapa dik?"

S: "Karena...lebih gampang mengingat katanya dan tidak ribet."

R: "Maksudnya tidak ribet apa?"

S: "Mudah dimengerti."

R: "Begini ya. Baiklah kakak rasa wawancaranya sudah cukup dan terimakasih ya dik, sudah mau diwawancarai."

S: "Sama- sama miss..."

Responden 2 (Nur Isna)

R: "Nur, kakak wawancara sebentar ya?"

S: "Mau wawancara apa miss."

R: "Tentang penggunaan mind mapping untuk belajar kosakata bahasa Inggris"

S: "Baik miss."

R: "Nur, senang tidak belajar kosakata dengan menggunakan mind mapping?"

S: "Senang miss."

R: "Apa yang membuat Nur senang belajar kosakata dengan menggunakan mind mapping?"

S: "Karena menarik terust jadi mudah untuk mengingat kata- katanya."

R: "Menarik versi Nur itu seperti apa sih?"

S: "Versi itu apa miss?"

R: "Maksudnya pendapat Nur gitu."

S: "Oo...Ya karena dalam mind mapping ada banyak gambar terus berwarna."

R: "Dengan belajar kosakata menggunakan mind mapping membuat Nur termotivasi untuk belajar kosakata bahasa Inggris tidak?"

S: "Iya miss...Jadi senang membacanya."

R: "Nur masih ingat dengan kosakata yang di terangkan tadi?"

S: "Masih..."

R: "Kalau belajar kosakata dengan mind mapping, Nur bisa ingat ejaan katanya juga ngak?"

S: "Bisa."

R: "Coba kakak cek. Kalau bathroom ejaan katanya bagaimana?"

S: "B-A-T-H-R-O-O-M."

R: "Good job."

S: "Yei..."

R; "Apa yang membuat Nur ingat sama ejaan katanya."

S: "Karena tulisannya jelas dan berwarna."

R: "Oo..begitu. Ok deh Nur. Sekarang Nur sudah boleh pulang. Hati- hati di jalan ya..."

S: "Iya miss..."

Interview 11

(Selasa, 9 Februari 2010, Pertemuan 4)

Responden 1: Supardiyono

R: Siang dik..."

S: "Iya mis."

R: "Miss wawancarai sebentar ya."

S: "Iya."

R: Namanya siapa?"

S: "Supardiyono"

R: "Tadi belajar tentang apa saja?"

S: "Lupa miss..."

R: "Coba di ingat lagi?"

S: "Preposition dan memberitahu keberadaan seseorang dengan menggunakan "Where".

R: "Tadi Mr. Ping menjelaskan macam- macam preposition jelas tidak?"

S: "Jelas."

R: "Mr. Ping menggunakan media apa untuk menerangkan macam- macam preposition?"

S: "Mind mapping."

R: "Menurut adik, mind mapping itu membantu untuk menghafal kata tidak?"

S: "Membantu."

R: "Tadi waktu di suruh mencocokkan macam- macam aktifitas dengan gambar- gambar ruangan bisa tidak?"

S: "Bisa miss."

R: "Dapat nilai berapa?"

S: "Sepuluh."

R: "Apa yang membuat adik bisa mengerjakan tugas yang di beri guru di kelas tadi."

S: "Asal ingat kosakatanya saja, bisa ngerjain tugas dengan mudah."

R: "Kalau begitu kakak cek ya."

S: "Jangan susah- susah soalnya lo miss..."

- R: "Ngak susah kok. Ini tentang penggunaan preposition ya. Apa bahasa Inggrisnya ada buku di atas meja?"
- S: "There is a book on the table."
- R: "Good...Ngomong- ngomong, diagram mind mapping yang di bagikan oleh Mr. Ping di setiap pertemuan masih di simpan ngak?"
- S: "Tenang aja miss, masih kok. Aku tempel di dekat tempat tidur."
- R: "Tapi sering di baca dan di hafalin ngak?"
- S: "Kalau mau tidur tak baca kok."
- R: "Tapi dengar- dengar, kalian sering malas kalau di suruh menghafal kosakata?"
- S: "Kalau pakai mind mapping, menghafal kosakatanya jadi enak miss."
- R: "Kenapa?"
- S: "Karena kosakatanya di tulis jelas, di kasih gambar dan berwarna."
- R: "Begitu ya. Ya sudah, wawancaranya kakak kira cukup. Terimakasih ya sudah mau di wawancarai."
- S: "Iya miss..."

Interview 12
(Selasa, 4 Maret 2010, Pertemuan 5)

Responden 1 (Irhas)

Responden 2 (Zalfaa)

Responden 3 (Dean)

- R : "Good morning..."
- S1,2 &3 : "Good morning miss..."
- R : "Kakak ganggu sebentar ya. Ada yang ingin kakak tanyakan pada kalian."
- S2 : "Tanya apa miss?"
- R : "Tentang pelajaran bahasa Inggris di kelas tadi. Bisa di mulai wawancaranya?"
- S1,2 &3 : "Iya."
- R : "Tadi kalian belajar kosakata tentang apa?"
- S1,2 &3 : "Macam- macam pakaian."
- R : "Mr. Ping tadi nerangin kosakatanya jelas tidak?"
- S1&2 : "Jelas miss."
- R : "Apa yang membuat kosakatanya dapat diterangkan dengan jelas?"
- S1, 2&3 : "Karena menggunakan mind mapping."
- R : "Bisa dijelaskan kenapa mind mapping bisa membuat kosakata yang diterangkan jadi jelas dan mudah dipahami?"
- S2 : "Karena ada gambarnya dan disusun dengan rapi kosakatanya."
- R : "Kalau kalian?"
- S1 &3 : "Sama miss, karena ada gambarnya."
- R : "Begitu ya. Dik, mudah tidak menghafal kosakata berbahasa Inggris dengan menggunakan mind mapping?"
- S1, 2 &3: "Mudah miss..."
- R : "Apa yang membuat mudah?"
- S 1 & 2 : "Karena ada gambarnya."
- S3 : "Gambarnya berwarna miss, jadi lebih mudah untuk di ingat."
- R : "Kalau adik ingat gambarnya jadi ingat katanya juga?"
- S1, 2 &3: "Iya miss."
- R : "Kalau kata kunci yang ada pada cabang pertama mind mapping, bisa membantu adik untuk mengingat kosakata tentang macam- macam pakaian dan aksesoris tidak?"
- S1, 2 &3: "Bisa miss."
- R : "Adik sebelumnya sudah tahu arti dari kata- kata kunci yang ada pada cabang pertama tadi?"
- S1,2 &3 : "Iya."
- R : "Latihan yang diberikan Mr. Ping di kelas tadi apa saja?"

- S1 & 2 : "Mengerjakan soal tentang mendiskripsikan pakaia yang di pakai orang dalam gambar."
 R : "Kalian bisa mengerjakannya?"
 S1, 2 & 3: "Bisa..."
 R : "Menurut kalian, latihan tadi dapat membantu kalian untuk menguasai kosakata tentang macam- macam pakaian dan aksesoris tidak?"
 S1, 2 & 3: "Bisa."
 R : "Alasannya kenapa?"
 S1, 2 & 3: "Ehmm...." (diam)
 R : "Apa karena soal yang diberikan oleh Mr. Ping berkaitan dengan penggunaan kosakata tentang macam- macam pakaian?"
 S1, 2 & 3: "Iya miss..."
 R : "Jadi agar bisa mengerjakan soal latihan tadi, kalian harus menguasai kosakata tentang macam- macam pakaian dulu ya...?"
 S1, 2 & 3: "Iya miss."
 R : "Kalau kalian sudah menguasai kosakata yang di pelajari tadi belum?"
 S3 : "Aku bisa hafal banyak kosakatanya."
 R : "Kalau kalian?"
 S1 & 2 : "Aku juga sudah hafal."
 R : "Kalau begitu coba kakak tes. Bahasa Inggrisnya 'Ani memakai kaos biru' apa coba?"
 S3 : "*Ani is wearing blue T-shirt.*"
 R : "Good job. Tapi kok kalian berdua tidak ikut menjawab?"
 S1 : "Tadi aku juga mau menjawab seperti itu miss."
 R : "Ok, jadi intinya mind mapping itu bisa membantu kalian untuk menguasai kosakata bahasa Inggris, iya?"
 S1, 2 & 3: "Iya miss..."
 R : "Baiklah. Kakak rasa wawancaranya sudah cukup. Terima kasih ya karena sudah mau diwawancarai."
 S1, 2 & 3: "Iya miss."

Interview 13
(Kamis, 4 Maret 2010, Pertemuan 6)

Responden 1 (Ambarlena)

Responden 2 (Selma)

- R : "Good afternoon..."
 S1 : "Good afternoon miss."
 R: : "Dik, miss wawancarai sebentar ya?"
 S1 : "Tapi sama teman ya miss."
 R: : "Boleh, nama temannya siapa?"
 S1: : "Selma."
 R : "Ngomong- ngomong pelajaran hari ini menyenangkan tidak?"
 S1&2 : "Menyenangkan miss..."
 R : "Aktifitas apa yang paling adik sukai waktu pelajaran tadi?"
 S1 : "Waktu Mr. Ping nyuruh nunjukin gambar yang Mr. ping pinjam."
 R : "Kalau Selma?"
 S2 : "Waktu di suruh meminjam barang yang ada pada gambar yang di tunjukkan Mr. Ping."
 R : "Kalian bisa melakukannya dengan baik?"
 S1&2: : "Bisa."
 R : "Kalian masih ingat dengan macam- macam pakaian dan aksesoris yang diterangkan pada pertemuan sebelumnya?"
 S1&2 : "Masih."
 R : "Diagram mind mapping yang diberikan Mr. Ping di setiap akhir pertemuan masih di simpan?"

- S1&2 : "Masih."
 R : "Diagram mind mapping itu dapat membantu adik dalam mengingat kosakata berbahasa Inggris tidak?"
 S1 : "Iya miss."
 S2 : "Membantu miss."
 R : "Kenapa mind mapping bisa membantu kalian dalam mengingat kosakata?"
 S1 : "Karena... apa ya. Karena ada gambarnya miss, jadi mudah untuk mengingat kosakatanya."
 R : "Kalau Selma?"
 S2 : "Kata- katanya berhubungan miss, jadi mudah untuk mengingat kata- katanya."
 R : "Setelah menggunakan mind mapping, apakah kalian berdua mengalami peningkatan dalam belajar kosakata berbahasa Inggris?"
 S1&2 : "Iya miss."
 R : "Dalam hal apa kalian merasakan peningkatannya?"
 S1 : "Lebih mudah mengingat kata."
 S2 : "Mengingat banyak kata dalam waktu singkat dan tidak mudah lupa pada kata-kata yang sudah di hafalin."
 R : "Sekedar hafal kata- katanya atau tahu arti kata- katanya juga?"
 S1&2 : "Tahu arti katanya juga."
 R : "Kalau dalam menulis ejaan kata- kata berbahasa Inggris, sebelum dan sesudah menggunakan mind mapping ada perubahan tidak?"
 S1 : "Iya."
 S2 : "Maksudnya miss?"
 R : "Misalnya sebelum dan sesudah belajar kosakata dengan menggunakan mind mapping, kalian merasa kesulitan dalam menuliskan ejaan katanya, dan setelah belajar kosakata dengan menggunakan mind mapping, kalian menjadi lebih mudah dalam menuliskan kata- kata berbahasa Inggris dengan ejaan yang benar."
 S1&2 : "O..iya miss. Itu juga."
 R : "Alasannya kenapa dengan menggunakan mind mapping, kalian jadi lebih mudah dalam menuliskan ejaan katanya?"
 S2 : "Apa len?"
 S1 : "Karena kata- katanya jadi mudah di ingat."
 R : "Mudah diingatnya apa karena letak katanya yang mudah di ingat dan kata-katanya ditulis berwarna?"
 S1 & 2 : "Iya miss."
 R : "Ok. Intinya setelah belajar kosakata dengan mind mapping, kalian dapat menghafal kosakata berbahasa Inggris dengan lebih mudah ya?"
 S1&2 : "Setuju miss."
 R : "Kalau kalian sudah bisa mengingat kosakata berbahasa Inggris dengan mudah, apa keuntungannya buat kalian?"
 S1 : "Bisa mengerjakan tugas bahasa Inggris dengan mudah tanpa open book."
 S2 : "Bisa mengerti pertanyaan yang di berikan Mr. Ping dalam bahasa Inggris."
 R : "Bisa jawabnya tidak?"
 S1&2 : "Bisa miss."
 R : "Ok deh. Kakak kira wawancaranya sudah cukup. Terimakasih ya kalian berdua sudah mau kakak wawancarai. Sekarang kalian boleh pulang. Hati- hati di jalan ya..."
 S1&2; "Iya miss."

APPENDIX D: LESSON PLANS

Rencana Pelaksanaan Pembelajaran

Sekolah : SD Muhammadiyah Ngijon 1
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : IV/II
 Topik : Body and Face
 Waktu : 70 menit

Pertemuan Pertama

Standar Kompetensi : Mendengarkan, berbicara, menulis

- 5. Memahami instruksi sederhana dengan tindakan dalam konteks kelas
- 6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas
- 8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

Kompetensi Dasar : 5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi yang berterima dalam berbagai permainan
 5.2 Merespon instruksi sangat sederhana secara verbal dalam konteks kelas
 6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu dan memberi aba-aba
 8.1 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan: kata, frasa, dan kalimat sangat sederhana yang berhubungan dengan “body and face”

Indikator :

1. Siswa dapat menyebut nama anggota badan yang ditunjuk oleh guru dengan kalimat “it is....(nama anggota badan). / these are...(nama anggota badan).
2. Siswa dapat membuat kalimat perintah dan responnya dengan menggunakan kosakata yang baru saja di pelajari.
3. Siswa dapat menuliskan nama anggota tubuh dan fungsinya dengan ejaan yang benar.

Fokus Bahasa:

- Vocabulary:**
1. Body : hair, head, neck, shoulder, hand, knee, foot, etc.
 2. Face : cheek, eyes, nose, ears, mouth, lips, etc.
 3. Verb : touch clap, stamp, shake, kick, listen, eat, smell, see, brush, eat, drink, wash, comb, etc.
 4. Adjectives : hungry, tousled, thirsty, dirty, etc.

Materi Pembelajaran :

- **Merespon Pertanyaan**

Contoh:

- | | |
|-------------------|--|
| | This/These + to be (is/are) + N (bagian tubuh) |
| “What is this?” | This is mouth |
| “What are these?” | These are eyes |

- **Memberikan Perintah dan Responnya**

V + N(nama anggota tubuh) + please?

Contoh:

- | | |
|----------------------------|-------------------|
| “Touch your head, please?” | “Certain/sure/Ok” |
|----------------------------|-------------------|

Metode Pembelajaran : Presentation, Practice, Production

Langkah – Langkah Kegiatan

1. **Kegiatan Pendahuluan :**

- a. Mempersiapkan media pembelajaran : diagram mind mapping, gambar, lembar tugas siswa.
- b. Mengecek kesiapan siswa:
 - ✓ Greeting: “Good afternoon everybody...?”

“How are you today?”

2. Kegiatan Inti :

Teknik/metode	Kegiatan	Sumber/media
1. Presentation	<ul style="list-style-type: none"> •Guru memperkenalkan topik pelajaran pada siswa dengan menggunakan lagu “body and face”. Body and Face Head, shoulder, knees and toes Knees and toes... Head, shoulder, knees and toes Knees and toes... •Guru memberi contoh cara menyanyikan lagu tersebut dengan pronounce yang benar dan dengan menggunakan gerakan (menyentuh anggota badan yang disebut). •Guru menyuruh siswa untuk menirukannya. •Guru menempelkan kerangka diagram mind mapping di papan tulis untuk memperkenalkan macam- macam anggota badan dan fungsinya pada siswa. •Guru mengenalkan kosakata yang ada pada cabang pertama mind mapping ‘part of the body’. Kemudian guru menyuruh siswa untuk menebak gambar yang ada di cabang pertama mind mapping dengan bertanya “what is this? /what are these?” (sambil 	Diagram mind mapping ‘part of the body’ dan ‘kind of activities in any condition), gambar, lesson material from hand book with title ‘Grow with English 4’

	<p>menunjuk gambar) dan siswa harus menjawab dengan “this is.../ these are...”. Setelah siswa menebak, guru akan menuliskan nama anggota badan yang di maksud di cabang yang sudah tersedia. Kemudian guru menerangkan fungsi dari anggota badan yang ada pada cabang kedua. Cara guru menerangkan fungsi dari anggota badan sama dengan saat dia menerangkan kosakata yang ada di cabang pertama mind mapping.</p> <ul style="list-style-type: none"> •Setelah selesai mempresentasikan semua kosakata yang ada pada diagram mind mapping, guru menyuruh siswa untuk membaca kosakata yang di tunjuk guru bersama- sama dan dengan nyaring. Kalau siswa masih salah dalam mengucapkan kata guru segera mengoreksinya. •Guru menerangkan ungkapan “giving instruction” menggunakan kata kerja yang baru saja dipelajari. Contoh: “clap your hands, please?” dan siswa di suruh untuk menjawab dengan ucapan “sure” atau “ok” sambil memperagakannya. 	
2. Practice	<ul style="list-style-type: none"> •Guru menyuruh siswa untuk menghafal kosakata yang ada pada diagram mind mapping yang ditempel di papan tulis selama 5 menit. 	

	<ul style="list-style-type: none"> •Setelah 5 menit, guru melepaskan gambar diagram mind mapping tersebut dari papan tulis. •Guru membagikan kerangka mind mapping pada setiap siswa. •Guru menyuruh siswa untuk melengkapi diagram mind mapping dengan menggunakan kosakata yang tepat berdasar pada gambar atau kata kunci yang menerangkannya. •Guru menyuruh beberapa siswa untuk maju ke depan dan menuliskan jawaban mereka di papan tulis (setiap siswa menuliskan satu kata disertai dengan artinya dalam bahasa Indonesia). 	
3. Production	<ul style="list-style-type: none"> •Guru menyuruh siswa secara berpasangan maju ke depan kelas untuk memperagakan ungkapan “giving instruction and the respond” •Guru memberikan gambar pada siswa terdepan dari kelompok A dan menyuruh siswa tersebut untuk memberikan perintah sesuai dengan yang ditunjukkan oleh ‘picture card’ pada siswa terdepan dari kelompok B, dan siswa dari kelompok B akan memperagakan perintah yang di berikan oleh siswa A. (Siswa melakukannya secara berurutan). 	

3. Kegiatan Penutup:

- a. Membagikan diagram mind mapping tentang 'part of the body' dan 'kind of activities in any situation' pada siswa.
- b. Guru menerangkan secara singkat hubungan antara kosakata yang ada pada diagram mind mapping 'kind of activities in any situation'.
- c. Doa penutup

Rencana Pelaksanaan Pembelajaran

Sekolah : SD Muhammadiyah Ngijon 1
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : IV/II
 Topik : Body and Face
 Waktu : 70 x 2 pertemuan

*Pertemuan Kedua

Standar Kompetensi : Membaca, Menulis

7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

Kompetensi Dasar :

7.2 Memahami kalimat dan pesan tertulis sangat sederhana.

8.1 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan: kata, frasa, dan kalimat sangat sederhana tentang 'face'.

Indikator :

1. Siswa dapat menggambarkan bentuk wajah seseorang ke dalam kalimat sederhana dengan benar.
2. Siswa dapat mengerti isi dari teks sederhana.

Fokus Bahasa:

Vocabulary:

1. **Part of the face:** hair, eye, lip, nose, body, etc.
2. **Adjective** : fat, tall, small, big, pointed, flat, curly, straight, wavy, long, short, oval, round, etc.

3. **Color** : black, blonde, etc.

Materi Pembelajaran :

- **Menggambarkan cirri fisik seseorang:**

He/She is...(nama orang)

He/She has...(determine + adj.+ noun)

Contoh: She is Rani. She has the long hair and an oval face.

Metode Pembelajaran : Presentation, Practice, Production

Langkah- langkah Kegiatan :

1. Kegiatan Pendahuluan :

- Mempersiapkan media pembelajaran: Gambar, diagram mind mapping, lembar tugas siswa.
- Mengecek kesiapan siswa
 - ✓ Greeting: “Good morning everybody...?”
 - “How are you today?”

2. Kegiatan Inti :

Teknik/ method	Kegiatan	Resource/med ia
1.Presentation	<ul style="list-style-type: none"> • Guru menunjukkan sebuah gambar dan bertanya ‘what does the girl looks like?’ • Guru menyuruh siswa untuk menjawab. • Guru mengoreksi jawaban siswa dengan menekankan penggunaan “has,have, bentuk ‘plural dan singular’ dari suatu ‘noun’. Contoh: the girl has a short hair. She has an oval face. She has big eyes and a pointed nose. The color of her skin is white.(Guru menuliskan kata have, has, determiner di papan tulis untuk membantu 	<ul style="list-style-type: none"> • Mind mapping diagram of kinds of adjectives. • Gambar

	<p>siswa dalam memahami struktur kalimat).</p> <ul style="list-style-type: none"> • Guru menempelkan diagram mind mapping tentang 'part of the face and kind of adjectives' di papan tulis. • Dengan menggunakan mind mapping tersebut, guru mempresentasikan macam-macam kosakata tentang 'kinds of adjectives' yang dapat untuk menggambarkan ciri fisik seseorang. • Setiap kali akan mempresentasikan kosakata, guru menyuruh siswa untuk menebak kosakata terlebih dahulu berdasar pada gambar yang ditunjuk. Setelah itu guru akan menuliskan kosakata tersebut pada cabang mind mapping yang telah tersedia. • Setelah guru mempresentasikan semua kosakata yang ada pada diagram mind mapping, guru menyuruh siswa untuk membaca kosakata dengan nyaring dan dilakukan bersama-sama. Saat siswa salah dalam mengucapkan kata, guru akan segera mengoreksi ucapan siswa. 	
2. Practice	<ul style="list-style-type: none"> • Guru membagikan diagram mind mapping yang belum lengkap pada siswa (individual work). • Siswa disuruh untuk mengisi cabang-cabang pada diagram mind mapping dengan kosakata yang tepat dan ejaan kata yang benar. 	

	<ul style="list-style-type: none"> • Guru menyuruh siswa secara acak untuk menuliskan jawabannya di papan tulis. 	
3. Production	<ul style="list-style-type: none"> • Guru membagikan lembar kerja pada siswa yang terdiri dari dua bagian, A dan B. • Untuk soal A, siswa disuruh untuk membuat gambar wajah seseorang sesuai dengan informasi yang ada pada teks sederhana. • Untuk soal B, kedua siswa disuruh untuk mendeskripsikan wajah seseorang berdasarkan gambar yang telah ada secara tertulis. • Setelah selesai mengerjakan tugas, hasil pekerjaan siswa dicocokkan bersama-sama. 	

4. Kegiatan Penutup :

- a. Guru membagikan diagram mind mapping 'kinds of adjectives' pada siswa.
- b. Menanyakan kepada siswa tentang materi yang belum siswa kuasai.

Rencana Pelaksanaan Pembelajaran

Sekolah : SD Muhammadiyah Ngijon 1
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : IV/II
 Topik : Home Sweet Home
 Waktu : 70 menit.

***Pertemuan Pertama**

Standar Kompetensi : Mendengarkan, Menulis

5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas.

8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

Kompetensi Dasar :

5.2 Merespon instruksi sangat sederhana secara verbal.

8.1 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan: kata, frasa, dan kalimat sangat sederhana tentang “parts of the house

Indikator :

1. Siswa dapat menyebutkan nama ruangan yang guru tunjuk dengan benar.
2. Siswa dapat menyebutkan benda- benda yang ada di ruangan yang ditunjuk oleh guru dengan tepat.
3. Siswa dapat menyebutkan fungsi dari setiap ruangan yang ada dirumah.
4. Siswa dapat menuliskan nama ruangan- ruangan di rumah dan benda- benda yang ada diruangan tersebut dengan ejaan yang benar.

Fokus Bahasa:

Vocabulary:

1. **Part of the house** : living room, dining room, bedroom, bathroom, kitchen, wareroom, terrace, garage, study room. Etc.

2. **Things/tools** : table, chair, sofa, lamp wardrobe, bed, pillow, blanket, television, toothbrush, toothpaste, plate, fork, spoon, etc.
3. **Verb** : cook, take a bath, sleep, eat, etc

Materi Pembelajaran :

- **Memberi informasi tentang nama- nama ruangan**
This + be (is) + N (nama ruangan)
Contoh: This is a bedroom
- **Memberi informasi tentang macam- macam barang yang ada di ruangan**
There + be (is/are) + N(nama barang) + prep. + N(nama ruangan)
Contoh: There are a bed, a pillow, a blanket in the bedroom.

Metode Pembelajaran: Presentation, Practice, and Production.

Langkah- Langkah Kegiatan:

1. Kegiatan Pendahuluan:

- Mempersiapkan media pembelajaran: gambar, diagram mind mapping
- Mengecek kesiapan siswa:
 - ✓ Greeting: “Good afternoon everybody...?”
“How are you today?”
 - ✓ Mengajak siswa menyanyi :
Lagu ‘How are You Today’

2. Kegiatan Inti:

Metode	kegiatan	Sumber pembelajaran media
1.Presentation	<ul style="list-style-type: none"> • Guru membangun pengetahuan siswa mengenai topik materi dengan memberikan pertanyaan pembuka. G: “What is this?” kata guru sambil menunjuk gambar dining room. Guru menyuruh siswa untuk menjawab 	Gambar, diagram mind mapping

	<p>dengan kalimat lengkap. Jika tidak guru akan mengoreksinya dengan berkata “This is dining room.”</p> <ul style="list-style-type: none"> • Guru menempelkan diagram mind mapping tentang ‘part of the house’ di papan tulis. • Dengan menggunakan diagram mind mapping tersebut, guru mempresentasikan nama- nama ruangan, fungsi dari ruangan tersebut, dan barang-barang yang biasanya ditemui di ruangan tersebut. • Dengan menggunakan gambar dan kata kunci yang di tunjuk oleh guru, siswa di suruh untuk menebak kosakata yang di maksudkan. Setelah itu, guru akan menuliskan kosakata tersebut pada cabang mind mapping yang tersedia (guru mempresentasikan kosakata satu persatu). Setelah selesai mempresentasikan seluruh kosakata. Guru menyuruh siswa untuk membaca semua kosakata yang ada pada diagram mind mapping dengan nyaring. Jika siswa salah dalam mengucapkan kata, guru akan segera mengoreksinya. 	
2. Practice	<ul style="list-style-type: none"> • Guru membagi siswa menjadi tiga kelompok. Kelompok yang ditunjuk oleh guru harus menjawab pertanyaan yang diberikan guru. T: “What is 	

	<p>it?”(menunjuk salah satu gambar ruangan.)</p> <p>Ss: “It is a bedroom.”</p> <p>T: “What can you see in the bedroom?”</p> <p>Ss: “pillow, bolster, blanket, etc.”</p> <ul style="list-style-type: none"> • Jika siswa masih salah dalam menjawab atau mengucapkan kata, guru akan mengoreksinya. 	
3.Production	<ul style="list-style-type: none"> • Guru menyuruh siswa untuk membuat diagram mind mapping untuk mempresentasikan ruangan- ruangan yang ada di rumah mereka beserta barang- barang yang ada di ruangan- ruangan tersebut. • Guru menyuruh siswa mengumpulkan hasil pekerjaan mereka. 	

3. Kegiatan Penutup:

- Menanyakan kembali materi apa yang baru saja siswa pelajari.
- Membagikan diagram mind mapping ‘part of the house’ pada siswa
- Doa penutup.

Rencana Pelaksanaan Pembelajaran

Sekolah : SD Muhammadiyah Ngijon 1
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : IV/II
 Topik : Home Sweet Home
 Waktu : 70 menit.

Pertemuan kedua

Standar Kompetensi : Membaca, Menulis

7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

Kompetensi Dasar :

7.2 Memahami kalimat dan pesan tertulis sangat sederhana.

8.1 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan: kata, frasa, dan kalimat sangat sederhana tentang “parts of the house”.

Indikator :

1. Siswa dapat mengetahui informasi mengenai lokasi seseorang/benda berada dan aktifitas yang dilakukan oleh model dalam gambar.
2. Siswa dapat menggunakan preposition dengan tepat untuk memberitahukan di mana seseorang atau sesuatu berada.

Fokus Bahasa:

Vocabulary:

- **Part of the house :** living room, dining room, bedroom, bathroom, kitchen, wareroom, terrace, garage, study room, etc.

- **Things/tools** : table, chair, sofa, lamp wardrobe, bed, pillow, blanket, television, toothbrush, toothpaste, plate, fork, spoon, etc.
- **Activities** : eat, cook, take a bath, sleep, watch, read, etc.
- **Preposition** : in, on, under, above, between, among, in front of, behind.

Materi Pembelajaran :

- **Memberi informasi di mana seseorang/ benda berada:**

Question: Where + to be (is/are) + N (nama barang/seseorang) + ?

Answer : N (sesuatu/seseorang) + to be (is/sre) + prep.+ N (tempat)

Contoh : Where is shinta? She is in the bedroom.

Where is the plate? It is between the spoon and the fork.

- **Memberi informasi tentang aktifitas yang sedang dilakukan:**

Question: What + to be (is/are) + N (seseorang) + Ving

Answer : N (seseorang) +to be (is/are) + Ving

Contoh : What is your mother doing? She is cooking.

Metode Pembelajaran: Presentation, Practice, Production

Langkah- langkah Kegiatan:

1. Kegiatan Pendahuluan

- Mempersiapkan media belajar: gambar, diagram mind mapping, lembar tugas sisw
- Mengecek kesiapn siswa:
 - ✓ Greeting: “Good morning everybody...?”
 - “How are you today?”

2. Kegiatan Inti:

Metode	kegiatan	Sumber pembelajaran/ media
1.Presentation	<ul style="list-style-type: none"> Guru membangun pengetahuan siswa mengenai topik materi dengan memberikan pertanyaan pembuka. <p>G: “Where is Doni?” guru bertanya sambil memperlihatkan gambar.</p>	Gambar, diagram mind mapping.

	<p>S : (siswa menjawab) “Doni is in the bedroom”</p> <p>Jika siswa tidak menjawab pertanyaan dengan lengkap, guru harus langsung mengoreksinya. Guru juga dapat menerjemahkan pertanyaan jika siswa tidak memahami maksud dari pertanyaan guru.</p> <ul style="list-style-type: none"> • Guru memberi contoh penggunaan kata Tanya ‘where’ untuk menanyakan di mana seseorang/benda berada. • Guru mengajarkan macam- macam preposition yang dapat digunakan untuk menunjukkan tempat seseorang atau barang berada. • Menggunakan contoh gambar yang sama, guru bertanya lagi pada siswa mengenai aktifitas yang dilakukan oleh tokoh kartun. “What is Doni doing?” dan siswa harus menjawab “Doni is sleeping”. Jika jawaban siswa tidak lengkap, contohnya siswa hanya menjawab sleep, guru harus mengoreksinya dengan menggunakan present continuous tense “...is sleeping.” 	
2. Practice	<ul style="list-style-type: none"> • Guru memberikan soal latihan pada siswa (individual work) yaitu mencocokkan macam- macam aktifitas dengan gambar ruangan- ruangan yang tepat untuk melakukan suatu aktifitas. 	

	<ul style="list-style-type: none"> • Untuk mengecek hasil pekerjaan siswa, guru menunjuk beberapa siswa secara acak untuk membacakan hasil pekerjaan mereka. 	
3.Production	<ul style="list-style-type: none"> • Guru membagikan soal latihan yang terdiri dari dua bagian. Pada bagian pertama, siswa di suruh untuk memberikan informasi tentang tempat seseorang berada dan aktifitas yang sedang di lakukannya. Untuk soal kedua, siswa di suruh untuk memberi tanda pada kolom sebuah table yang mendiskripsikan letak suatu benda berdasarkan informasi yang diberikan dalam bentuk kalimat tertulis. • Untuk mengecek hasil pekerjaan siswa, guru menyuruh siswa untuk menukarkan hasil pekerjaan mereka dan menyuruh beberapa siswa untuk menuliskan jawaban teman mereka di papan tulis. 	

3. Kegiatan Penutup:

- a. Menanyakan pada siswa tentang materi yang belum siswa kuasai.

Rencana Pelaksanaan Pembelajaran

Sekolah : SD Muhammadiyah Ngijon 1
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : IV/II
 Topik : My Clothes
 Waktu : 70 menit.

***Pertemuan Pertama**

Standar Kompetensi : Berbicara, Menulis

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.

8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

Kompetensi Dasar :

6.1 Menirukan ujaran dalam ungkapan sangat sederhana secara berterima.

8.1 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan: kata, frasa, dan kalimat sangat sederhana tentang “the kind of clothes”

Indikator :

1. Siswa dapat menyebutkan macam- macam pakaian yang ditunjuk oleh guru dengan benar
2. Siswa dapat menyebutkan macam- macam aksesoris/pelengkap pakaian dengan benar.
3. Siswa dapat menuliskan nama- nama pakaian dan aksesoris/pelengkap pakaian dengan ejaan yang benar
4. Siswa dapat menggambarkan pakaian yang sedang dipakai oleh model dalam gambar ke dalam kalimat- kalimat sederhana.

Fokus Bahasa:**Vocabulary:**

Clothes : T- shirt, shirt, shorts, trousers, raincoat, jacket, sweater, uniform, etc.

Things/tools : cap, hat, glasses, sandals, shoes, tie, etc.

Key words : beach, school, office, party, rain, hot, cold, etc.

Materi Pembelajaran :

- **Memberitahu nama pakaian/accessories:**

This + to be + N (nama pakaian/accessories)

Contoh: It is T-shirt

- **Present continuous tense**

-S (I/you/they) + to be (is/are) + Ving + O (nama pakaian)

Contoh: Rita is wearing a red dress.

Metode Pembelajaran: Presentation, Practice, Production**Langkah- Langkah Kegiatan:****1. Kegiatan Pendahuluan:**

- Mempersiapkan media belajar: gambar, diagram mind mapping, lembar tugas siswa.
- Mengecek kesiapan siswa:
 - ✓ Greeting: “Good morning everybody?”
 - “How are you today?”

2. Kegiatan Inti:

Metode	Kegiatan	Sumber pembelajaran
1. Presentation	<ul style="list-style-type: none"> • Guru membangun pengetahuan siswa tentang materi yang akan di pelajari dengan memperlihatkan gambar seorang perempuan. • Guru bertanya 'What is the clothes being worn by the girl' (jika siswa tidak paham dengan pertanyaan guru, guru dapat mentransletnya ke dalam bahasa Indonesia). Guru menyuruh siswa untuk menjawab dengan menggunakan present continous tenses. Jika siswa salah menjawabnya, guru harus mengoreksi jawaban dari siswa dengan jawaban 'The girl is wearing a blue dress'. • Guru menggunakan diagram mind mapping menerangkan macam-macam kosakata tentang pakaian, aksesoris/pelengkap dan warna. • Guru menyuruh siswa menebak nama pakaian berdasar gambar yang ditunjuk oleh guru, dan setelah itu guru menuliskan kosakata tersebut pada cabang-cabang mind mapping yang tersedia. • Setelah guru selesai 	Diagram mind mapping.

	<p>disuruh untuk mendiskripsikan pakaian yang di pakai oleh model dalam gambar.</p> <ul style="list-style-type: none"> • Guru menyuruh siswa untuk menukarkan hasil pekerjaan mereka pada siswa lain. 	
--	--	--

4. Kegiatan Penutup:

- a. Menanyakan pada siswa tentang apa yang telah di pelajari
- b. Membagikan diagram mind mapping tentang '*kind of clothes and accessories*'

Rencana Pelaksanaan Pembelajaran

Sekolah : SD Muhammadiyah Ngijon 1
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : IV/II
 Topik : My Clothes
 Waktu : 70 menit.

*Pertemuan kedua

Standar Kompetensi : Berbicara, Menulis

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.

8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

Kompetensi Dasar :

6.4 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta ijin, memberi ijin, menyetujui, tidak menyetujui, menyangkal, dan meminta kejelasan.

8.1 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan: kata, frasa, dan kalimat sangat sederhana.

Indikator :

1. Siswa dapat melakukan tindak tutur meminta izin untuk meminjam suatu barang dengan benar.
2. Siswa dapat melengkapi dialog dalam gambar dengan menggunakan 'expression of borrowing something and the respond'.

Fokus Bahasa:

Vocabulary:

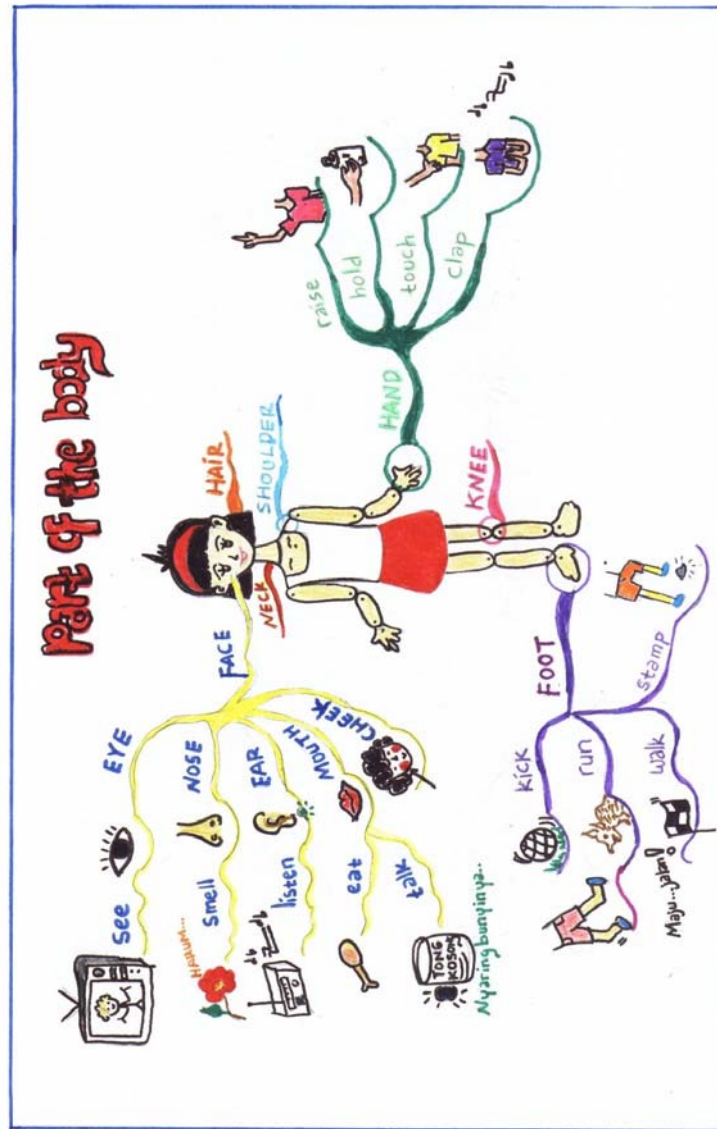
- **Clothes** : T- shirt, shirt, shorts, trousers, raincoat, jacket, sweater, uniform, etc.
- **Things/tools** : cap, hat, glasses, sandals, shoes, tie, etc.
- **Colors** : red, blue, yellow, gray, green, purple, black, orange, etc

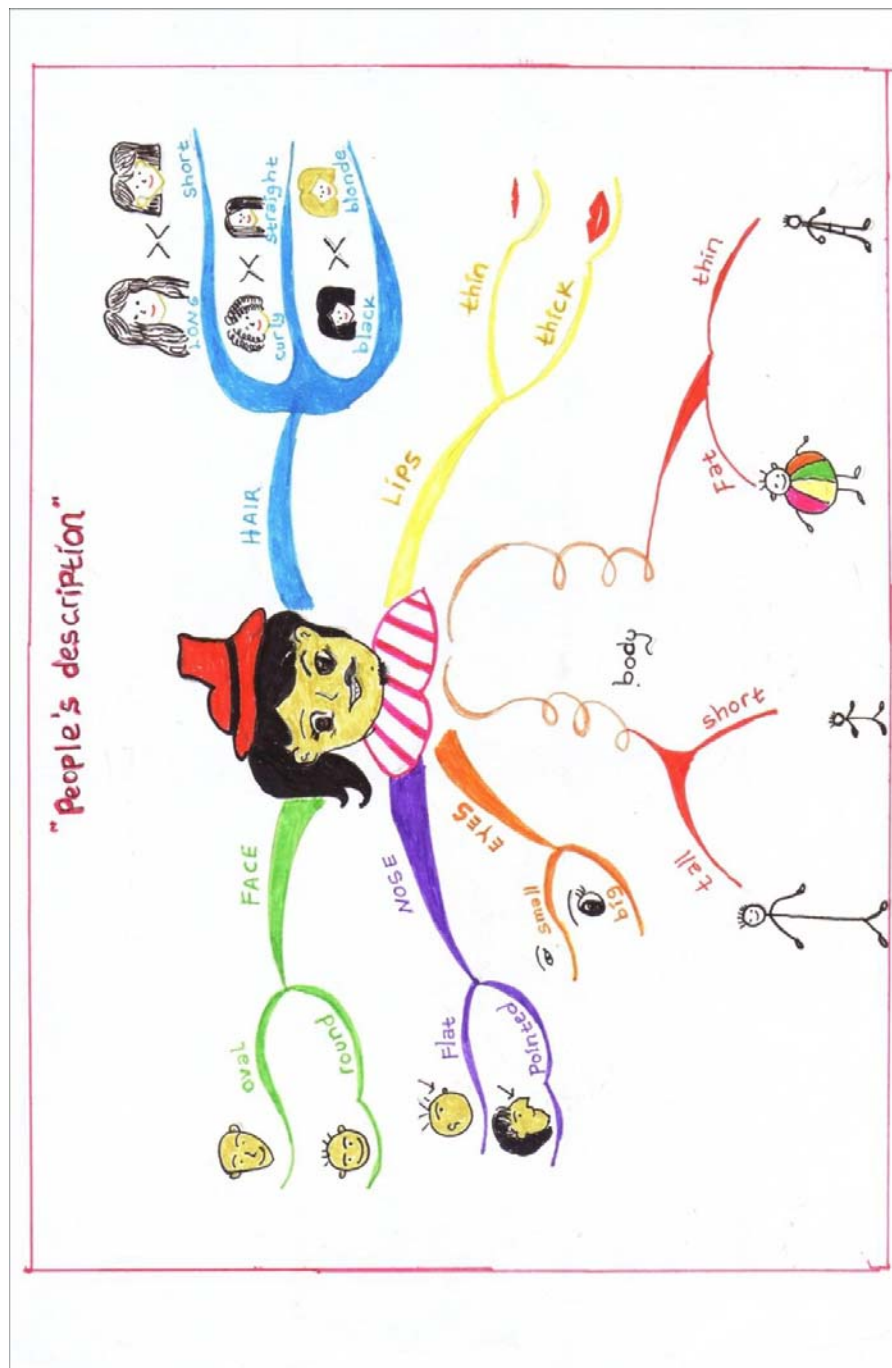
	<ul style="list-style-type: none"> • Guru mengajarkan ekspresi “giving permission and the response” pada siswa. 	
2. Practice	<ul style="list-style-type: none"> • Guru menunjukkan sebuah gambar pada semua siswa dan memanggil salah satu siswa secara acak untuk meminjam barang seperti yang ada pada gambar yang di tunjukkan oleh guru. • Guru akan merespon permintaan izin siswa dengan berkata “<i>sure, here you are</i>”. 	
3. Production	<ul style="list-style-type: none"> • Guru membagikan soal latihan pada setiap siswa. • Guru menyuruh setiap siswa untuk melengkapi dialog dengan ekspresi meminta izin untuk meminjam barang dan responnya. • Guru menyuruh siswa untuk menukarkan hasil pekerjaan mereka. 	

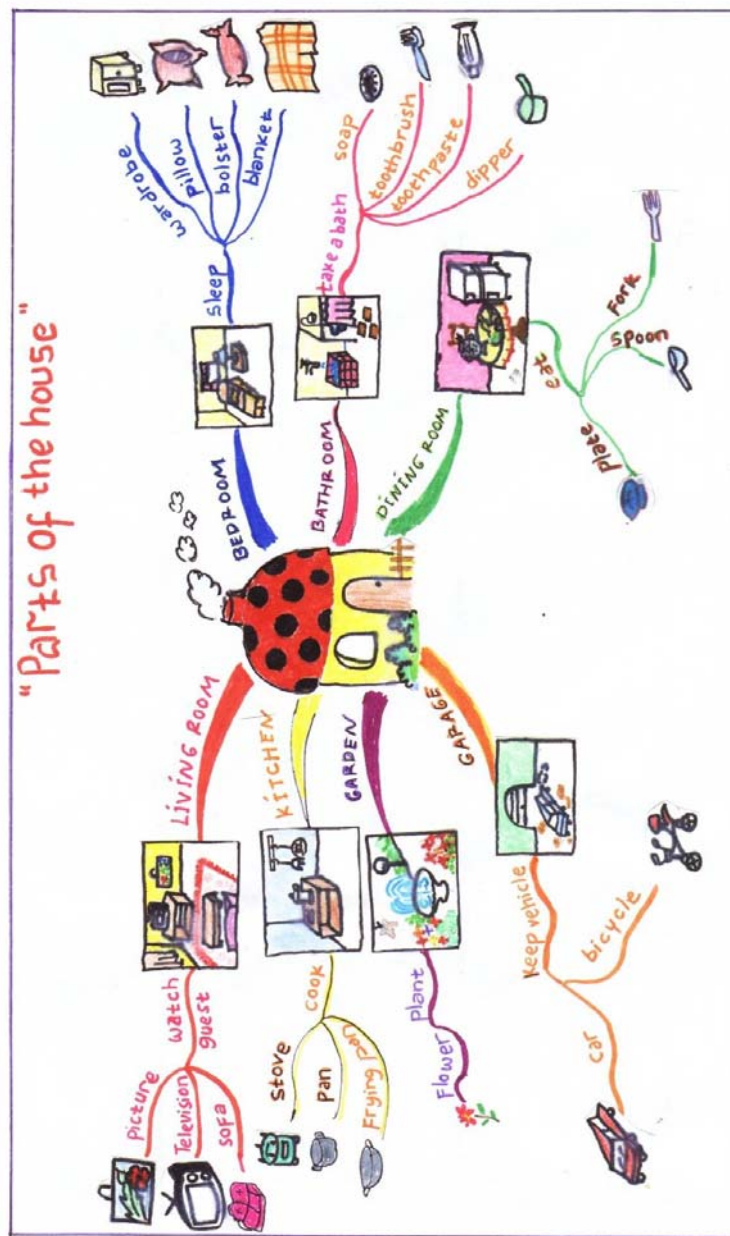
3. Kegiatan Penutup:

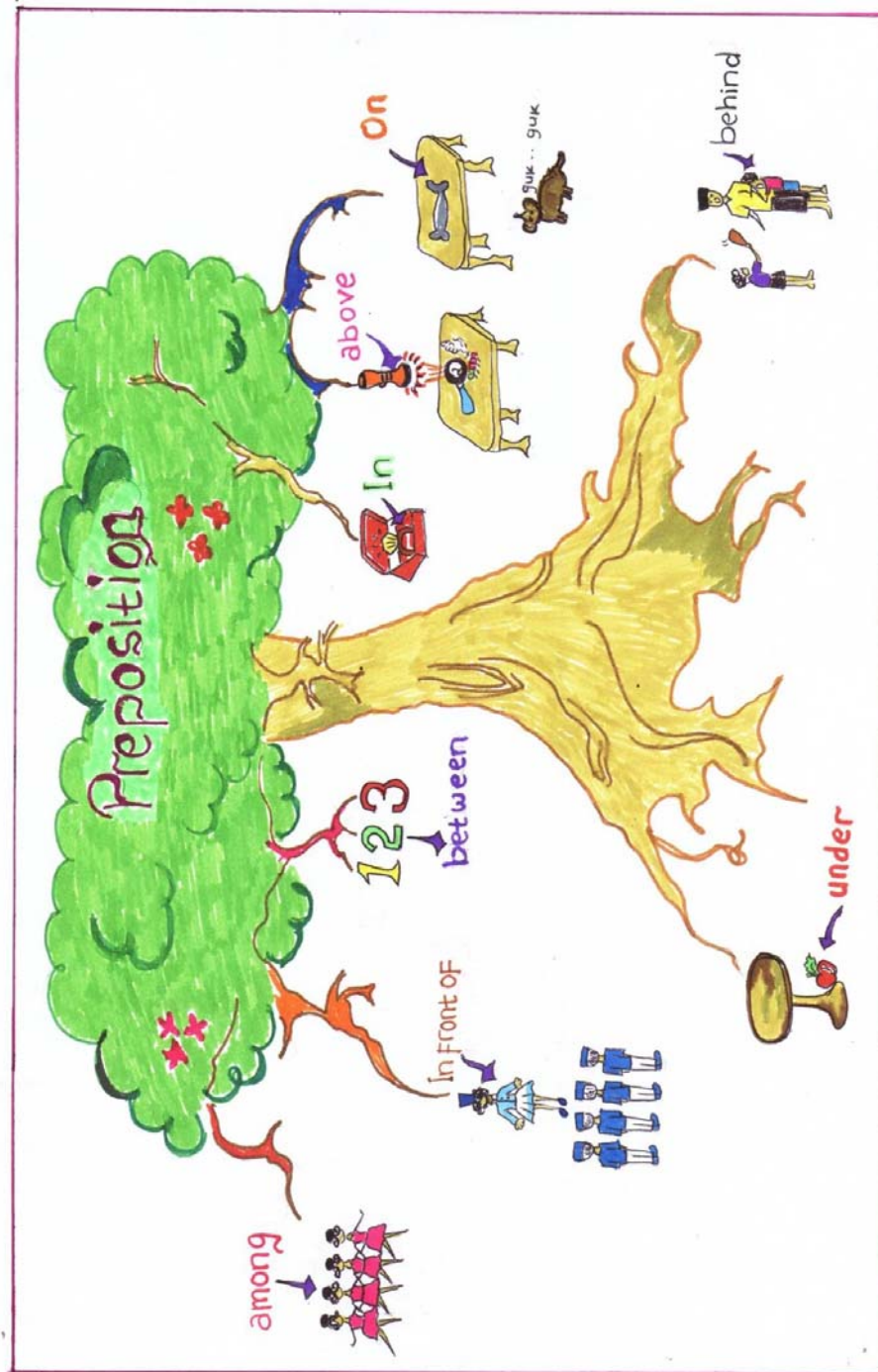
- a. Bertanya pada siswa apakah ada materi yang belum siswa pahami.

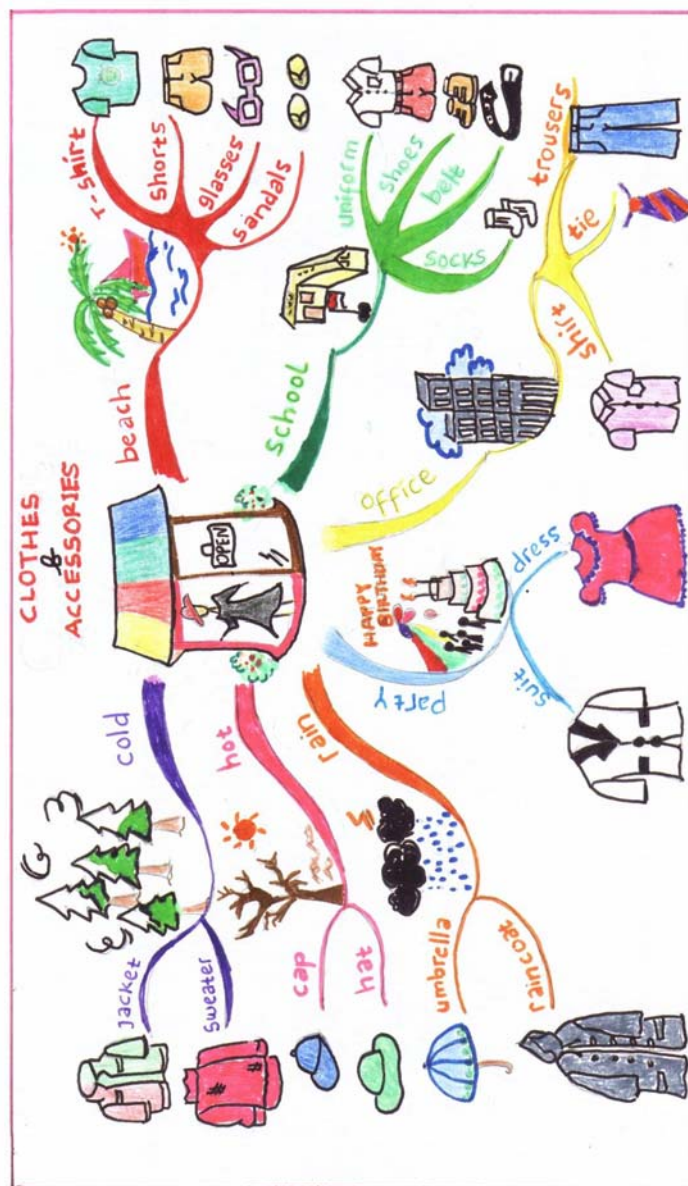
APPENDIX E: MIND MAPPING DIAGRAMS





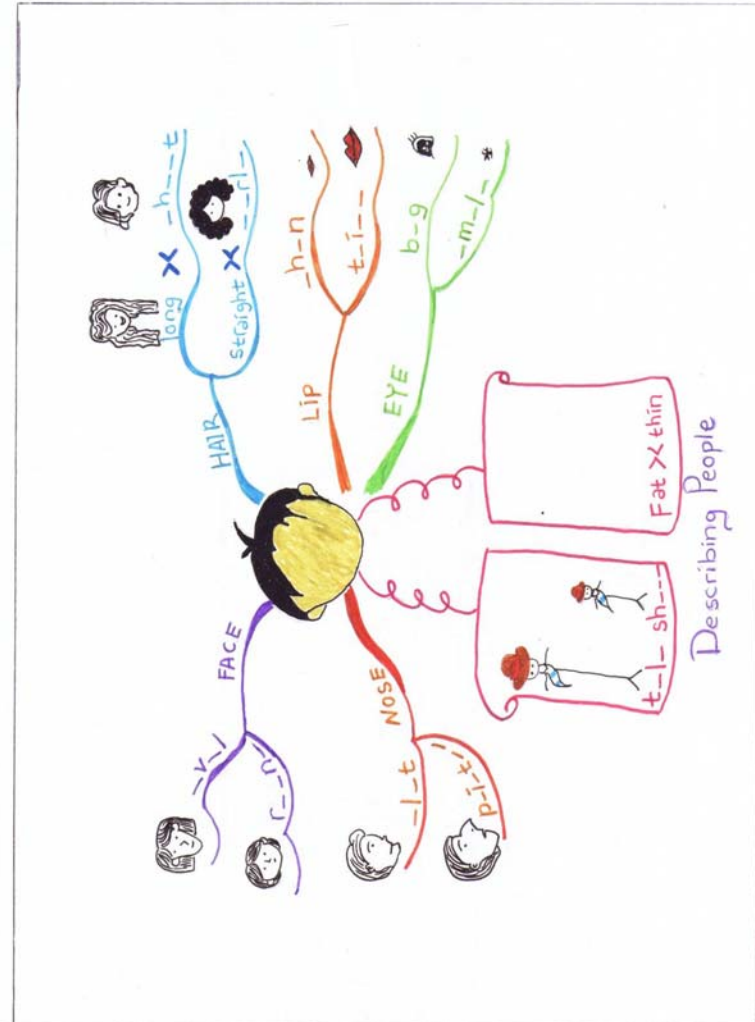


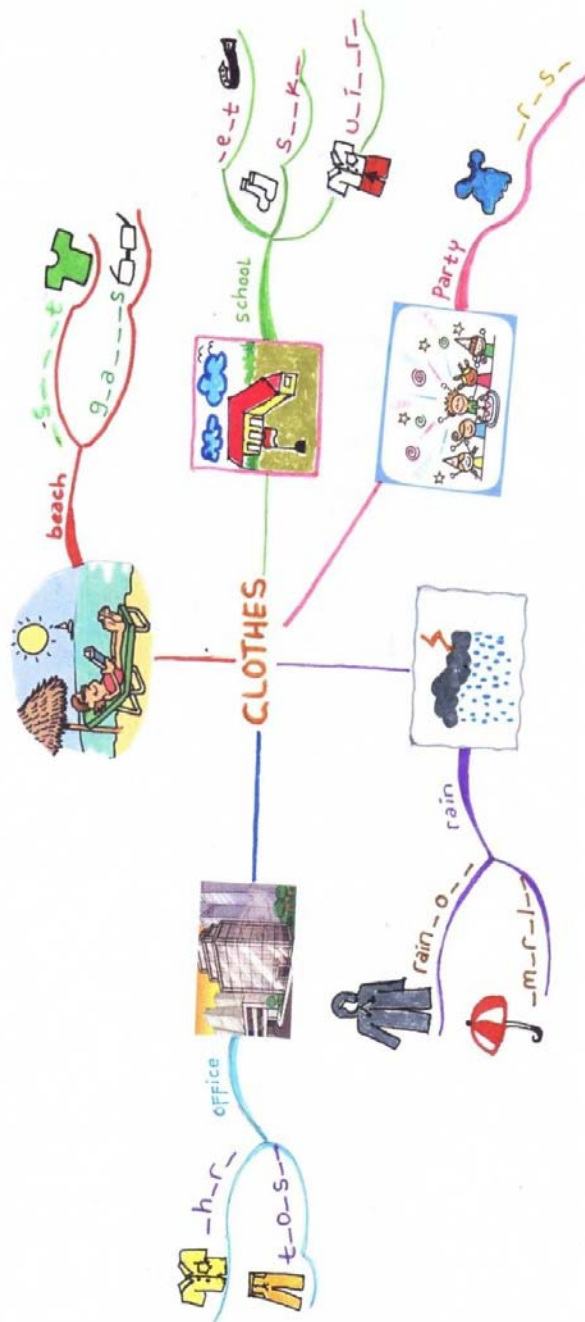






APPENDIX F: KINDS OF TASKS





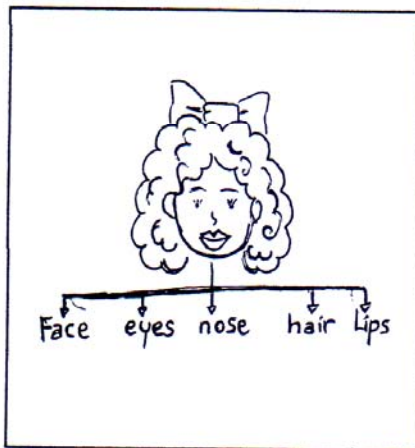
DESCRIBING PEOPLE

1. Draw a picture based on the information below.

**She is Mia. Mia has an oval face.
She has big eyes and a pointed
nose. She has long hair and her
lips are thin. The color of her
hair is black.**



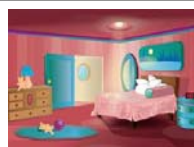
2. Make a simple paragraph to describe the picture below.



She is ...

Let's match the sentences and the room pictures below

1. Laura wants to cook fried rice. ()
2. Mr. Hasan wants to keep his car. ()
3. Dina wants to eat ()
4. Susan wants to take a bath ()
5. Mrs. Moli wants to sleep. ()



(a)



(b)



(c)



(d)



(f)



(g)

Let's look and write

1)



Mr. Rio is sleeping in the bedroom

2)



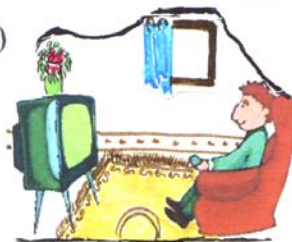
3)



4)














5)



6)



Please, give mark (x) on the box describing where the things are!

Read the information below:

1. The pillow is under the chair.
2. The stove is on the table.
3. The plate is between the glass and the fork.
4. The bicycle is in the garage.
5. The lamp is above the cupboard

Describe the clothes and accessories worn by the models below!



1)

2)

3)

4)

Let's complete the dialogues below with the expression of borrowing something and the respond.

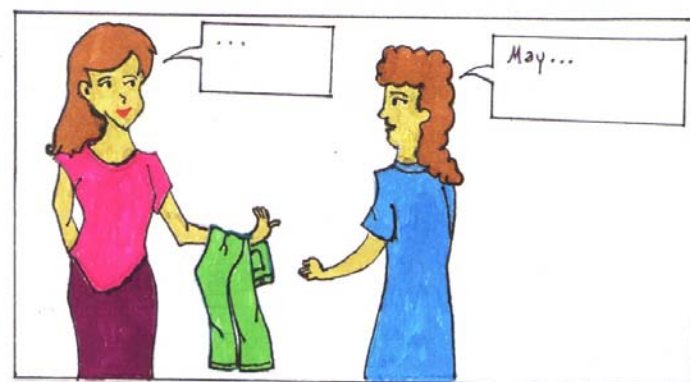
1)



2)



3)



APPENDIX G: THE RELIABILITY AND VALIDITY OF TEST ITEMS

[illegible]

Reliability

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.927	45

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	29.73	96.547	.423	.926
Item2	29.70	96.631	.424	.926
Item3	29.90	101.197	-.058	.930
Item4	29.53	97.499	.430	.926
Item5	29.80	92.717	.813	.922
Item6	29.60	97.490	.375	.926
Item7	29.60	96.317	.516	.925
Item8	29.70	99.183	.152	.928
Item9	29.50	97.914	.413	.926
Item10	29.53	97.016	.496	.925
Item11	29.90	96.093	.453	.925
Item12	29.53	97.844	.383	.926
Item13	29.67	96.920	.406	.926
Item14	29.73	95.857	.496	.925
Item15	29.93	96.409	.424	.926
Item16	29.83	94.006	.671	.923
Item17	29.57	96.737	.495	.925
Item18	29.60	95.490	.617	.924
Item19	29.70	94.355	.674	.923
Item20	29.67	94.713	.654	.923
Item21	29.70	95.321	.567	.924
Item22	29.77	92.806	.813	.922
Item23	29.60	95.352	.634	.924
Item24	29.70	96.079	.484	.925
Item25	29.70	96.700	.417	.926
Item26	29.73	96.202	.460	.925
Item27	29.70	96.838	.402	.926

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item28	29.60	102.524	-.212	.931
Item29	29.63	97.344	.374	.926
Item30	29.77	96.116	.460	.925
Item31	29.83	93.592	.714	.923
Item32	29.67	97.057	.390	.926
Item33	29.87	95.499	.513	.925
Item34	29.83	96.695	.392	.926
Item35	29.50	98.052	.393	.926
Item36	29.60	97.352	.392	.926
Item37	29.77	95.495	.525	.925
Item38	29.40	100.110	.196	.927
Item39	30.03	96.309	.459	.925
Item40	29.63	96.033	.525	.925
Item41	29.53	97.706	.402	.926
Item42	29.63	97.344	.374	.926
Item43	29.70	96.424	.447	.925
Item44	29.70	97.183	.365	.926
Item45	29.80	95.407	.528	.925

APPENDIX H: STUDENTS' PRE-TEST AND POST TEST SCORES

Students' pre-test and post-test scores

No	Name	Pre- test	Post- test
1	Ahmad Surya.P	6	9,75
2	Allifan Himawan	3,5	6
3	Ambarlena Nur.F	7	8,5
4	Andi Agung	4,25	6
5	Deviana.W	8,25	8,75
6	Diah ambarwati	7,75	9
7	Diah Khairudina	8	10
8	Diva Dian.S	8,25	9,75
9	Farhani Riska.S	7	8,5
10	Fira Ade Fitri.R	6	8,25
11	Fitria Nur.RW	8	10
12	Fitria Puji.L	4,25	7,5
13	Imam Ihsani	8	9,5
14	Indi Ilmayati	8,25	9,75
15	Irhas Sabililhaq	7,75	8,75
16	Meilissa Kumalasari	4	6
17	Muhammad Amwarudin	5	7,75
18	Naufal Dean.A	9	9,75
19	Nixon Shadda.P	6,5	8,75
20	Nur Isna Fauziah	6,75	8,75
21	Nur Shidiq Q.F	7	9,75
22	Rahmi Nur Pertiwi	7,5	9,75
23	Rissa Alfanita	3,5	5,5
24	Rona Zalfaa'.DN	6,5	8,75
25	Selma Nabila Azzahra	7	8
26	Supardiyono	5,75	8
27	Vira Eka Sari	7,25	9,25
28	Windia Tri Wulandari	7,5	9,25
29	Yoga	5,5	7
	The average score	6,6	8,5

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post test	8.4914	29	1.31862	.24486
	Pre test	6.5862	29	1.55161	.28813

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Post test & Pre test	29	.891	.000

Paired Samples Test

		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	Post test - Pre test	1.90517	.70841	.13155	1.63571	2.17464

Paired Samples Test

		t	df	Sig. (2-tailed)
Pair 1	Post test - Pre test	14.483	28	.000

APPENDIX I: PHOTOGRAPHS



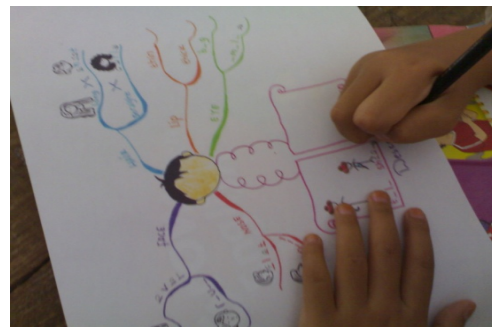
The teacher gives applause to the students who can guess the word.



The teacher explains kinds of adjectives to describe people's physics



The students focus to do the task given.



The student tries to complete the mind mapping diagram.



The student fills out the mind mapping diagram with correct words.



The student writes the answer on the blackboard.

APPENDIX J: RESEACH LICENSES



MUHAMMADIYAH MAJLIS PENDIDIKAN DASAR DAN MENENGAH
CABANG MOYUDAN

SEKOLAH DASAR MUHAMMADIYAH NGIJON I

Alamat : Turgenen, Sumberagung, Moyudan, Sleman, Yogyakarta ,55563. Telepon (0274) 7478254

SURAT KETERANGAN

Nomor : 012/SDM Ng I/F/2010

Yang bertanda tangan di bawah ini, kepala sekolah SD Muhammadiyah Ngijon I menerangkan bahwa mahasiswa Universitas Negeri Yogyakarta sebagai berikut:

Nama : Putri Ziko Mamura
NIM : 05202244154
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Telah mengadakan penelitian di SD Muhammadiyah Ngijon I yang berlokasi di Turgenen, Sumberagung, Moyudan, Sleman, Yogyakarta pada tanggal 28 Januari 2010 s.d 18 Maret 2010 dengan judul : **The Use of Mind Mapping to Increase Vocabulary Mastery of Fourth Grade students of SD Muhammadiyah Ngijon I.**

Demikian surat keterangan ini kami buat agar dipergunakan sebagaimana mestinya.

Moyudan, 14 Rabi'ulakhir 1431 H.
30 Maret 2010 M.



Kepala Sekolah

SUSYANA IRSYAD

NBM. 443862



DEPARTEMEN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax: (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/35-00
 31 Juli 2008

Nomor : 092/H.34.12/PP/II/2010
 Lampiran : --
 Hal : Permohonan Izin Penelitian

20 Januari 2010

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
 c.q. Kepala Biro Administrasi Pembangunan
 Sekretariat Daerah Propinsi DIY
 Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan tugas akhir skripsi, dengan judul :

Effectiveness of Using Mind Mapping in Improving Vocabulary Mastery of Fourth Grade Students of SD Muhammadiyah Ngijon 1 in The Academic Year of 2009/2010

Mahasiswa dimaksud adalah :

Nama : PUTRI ZIKO MAMURA
 NIM : 05202244154
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Lokasi Penelitian : SD Muhammadiyah Ngijon 1
 Waktu Penelitian : Bulan Januari s.d. Maret 2010

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
 Pembantu Dekan I,

 Drs. Suhaini M. Saleh, M.A.
 NIP 19540120 197903 1 002